



BAY AREA URBAN DEBATE LEAGUE

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Judge's Cheat Sheet

2017-2018 Resolution:

Resolved: The United States federal government should substantially increase its funding and/or regulation of elementary and/or secondary education in the United States.

Speech Order and Times

1AC – 8 minutes

2NC asks the 1AC questions – 3 minutes

1NC – 8 minutes

1AC asks the 1NC questions – 3 minutes

2AC – 8 minutes

1NC asks the 2AC questions – 3 minutes

2NC – 8 minutes

2AC asks the 2NC questions – 3 minutes

1NR – 5 minutes

1AR – 5 minutes

2NR – 5 minutes

2AR – 5 minutes

Each team has 8 minutes of preparation time (prep time) that they may use over the course of each debate. Keep a running tally of the amount of prep time they have left.

After The Round

1. When the round is over, fill out the ballot. (For instructions on how to complete the ballot, please consult the attached instructions).

2. After you are finished filling out the ballot, please provide the students with some immediate feedback on what they did. BAUDL uses the sandwich method (provide feedback on something that was good, something that could be improved, and then something else that was good).

- Commend each student on what they did well
- Give each student an area where they could improve
- Let each student know something else that they did well

3. For the JV or Varsity division, please tell the debaters who won the debate.

4. After speaking with the students, quickly return your completed ballot to the ballot table in the judges room.

NO DISCLOSURE IN ROOKIE OR NOVICE ROUNDS

Basic Judging Tips [1/2]

1. Be an objective observer – Your job as the judge is to serve as an objective evaluator of the arguments presented to you. At no time should you allow your personal opinion or stance on an issue to affect the way you judge the round. Sometimes debaters make silly arguments. Your job is not to judge the validity of the argument in the real life. Instead, you should evaluate how well the two teams are explaining their arguments and attacking their opponents' arguments.

2. Evaluate the argument, not the style – The focus of debate is on the logic presented by the debaters. This is similar to a judge in a courtroom. No matter how great the presentation by a lawyer, the judge should always evaluate the legal argument. The same should be true for you as a debate judge.

3. Take detailed notes – Write down what the debaters are saying in short hand. In order to evaluate the arguments and logic presented in the debate, you need to have a detailed list of the arguments that were stated throughout the round. In order to do so, it helps to take detailed notes.

4. An argument that goes unanswered is considered true – Arguments that are not answered are considered “dropped” or “conceded” arguments. If an argument is conceded and the opponent “extends” and explains the argument throughout the round, it must be evaluated in the round. No matter how ridiculous the argument is, if an argument is not answered, it must be considered true.

NOTE: That does NOT mean that the team automatically loses. It does mean that when you are looking at the entire debate at the end of the round, you must give conceded arguments significant weight.

5. Arguments are only valid if they are extended throughout the round –In debate, arguments should be “extended,” or re-explained, and answered throughout the debate round. An argument that is made in the first speech, then ignored until the last speech should not be considered valid. On the other hand, an argument made at the end of the debate without being made in the earlier speeches is also not valid.

6. You can only vote on arguments that are explained in the last two speeches – Information that is said at the beginning but is not “extended” throughout the debate cannot be brought up at the end. No matter how persuasive and amazing the argument was, if it is not said in one of the team's last speech, you cannot consider it in your evaluation of the round.

7. Evaluate impacts at the end of the debate - At the end of the debate, you need to piece all the arguments together. Evaluate the impacts explained by both sides and decide which side explained the impacts of their arguments the best. Another way to think of it is to imagine that you are a policy maker that needs to decide whether to vote for a policy or vote against a policy. Imagine what the world would look like if the policy passed and if the policy was rejected. Whichever team creates a better world deserves your vote.

8. Make sure students do not speak longer than they are allowed – While you may feel bad cutting students off, we need to hold firm to the rules of timing. Please do not let the students speak longer than they are supposed to.

9. Be supportive of students who are confused – Our coaches are doing a great job of recruiting new students. This means that many students will be debating for the first or second time ever. They will not know what is going on at all times and will make mistakes. Some might even stand there and have no clue what to say. Others will speak for 15 seconds and sit down. No matter what types of

students you are judging, continue to be supportive. While you generally shouldn't intervene in the debate while it is going on, the one instance when this is OK is when a student needs encouragement.

10. Keep accurate track of prep time used – Students can use prep time anytime before their speeches. Once they speak, they are not allowed to stop and use prep time. Each team has a total of 8 minutes of prep time for the entire debate round.

11. Many students do not have timers – Be prepared to keep time on a timer you bring, your cell phone, the school clock, or your computer.

12. At the end of the round, provide positive, constructive feedback for the students – Everyone is new to the activity and will have significant room for improvement. Many of our students have never debated before. We need to encourage the students and applaud them for their effort and courage. The general rule is three (3) positive comments for each constructive criticism you provide.

13. If you feel comfortable then feel free to tell the debaters who you voted for – It is much easier for debaters to reflect on what they did right and where they need to improve if they know who won and lost. While it isn't a requirement to disclose who won and lost, we encourage all judges to disclose their decision after the debate for the JV and Varsity divisions. Please remember that there is a no disclose rule for the Rookie/Novice division, but do provide meaningful feedback to these debaters as well.

14. Know that your evaluation of the debate is always correct – The job of the debater is to convince you that their side is correct. No matter how well they think they explained an argument or how convinced they are that their argument is true, if they do not logically prove it to you, they didn't do their job correctly. Do not worry about making the “wrong” decision because there is no such thing.

15. Have fun – You are helping students compete in an activity they give up their weekends in which to participate. Have fun with the students and enjoy the difference that you are making in their lives.

Instructions on filling out a ballot

1. At the start of the round, make sure that each student's name is written in the appropriate spot (1A, 2A, 1N, 2N) and that you know which team is affirmative and which team is negative.
2. At the end of the round, evaluate which team best articulated and defended their position.
3. Write the name of the team that won and circle whether they were Affirmative or Negative.
4. Assign speaker points for each student in the debate. Please **DO NOT** give the same number of speaker points to more than one student in each debate. Below is a commonly used scale for assigning speaker points.

30 Points Absolutely brilliant! A flawless performance. (you should **NEVER** give 30 speaker points more than once at a tournament!)

29.5 Points Nearly perfect. Unusually effective; highly persuasive. (you should **NEVER** give 29.5 speaker points more than once or twice at a tournament!)

29 Points An extraordinary speaker. Well above average.

28.5 Points A very good speaker. Above average.

28 Points A good speaker. Slightly above average.

27.5 Points An average speaker. Strengths and weaknesses are nearly balanced.

27 Points In the lower-middle of the pack. With strengths, but also with unmistakable flaws.

26 Points An ineffective speaker, overall, though with some glimmers of skill.

25 Points A significantly flawed speaker. Significant room for improvement.

Please do not give less than 25 points

5. Rank the students in the round with 1 being the top debater and 4 being the bottom debater. Please note: No speaker can receive the same rank as another speaker in the round.
6. Sign the ballot

Sample Debate Ballot

Round:1

Judge: Jenna Dookun

Room: A105

Affirmative Code: ImpactSmTu

Negative Code: FremontSaGo

	Points	Ranks
1A: Joe Smith	28.5	1

	Points	Ranks
1N: Hector Gonzales	26.5	4

2A: Joanna Turley	27	3
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2N: Yvonne Sanchez	28	2
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I voted **AFFIRMATIVE** Team Code: **Fremont SaGo**

Judges Signature: *Jenna Dookun*