

Room: 309
 Start: 11:00 AM
 Novice Public Forum

3 ← indicates Round

Bagenstos, Harry

(This is your Round)

where when & which division Tournament name

DEXTER DELIGHT

Date Dec 2 - 2, 2017

Greenhills
 This will be your name, school or hired

Please read this ↓

Please do not let your own opinion about the topic affect your ballot. Use the information that the debaters use in the rounds to evaluate the round. Most debaters will give you a criteria (sometimes called framework) for you to use as you weigh the Pro and the Con, you should use it as you look at both sides of the issue. Decisions should be made on how well the teams present their position, give argumentation for their position, and refute their opponent's position. Crossfire comments are important, and many debates may come down to what is said in crossfire, so listen to those speeches carefully. You may give tied points. Rank each student in the debate 1-4, with 1 being the best. Award points between 24-30, with 30 being the most amazing debate you've ever seen. Points are awarded on all aspects of the debate—(argumentation, refutation, analysis, delivery and use of evidence in all of their speeches). If you have questions, ask for clarifications at the Tab Table.

FLIP FOR SIDES & INDICATE

PRO CON (Circle One)

(Circle One) PRO CON

Spkr	Saline YR <i>this is the school code</i>	POINTS (25 - 30)
	Sarah Yousif	
	Reed Recchia	

Spkr	Dexter ON	POINTS (25 - 30)
	Emily Oberg	
	Emily Nelson	

indicate speaker number so you can remember who spoke first.

at the end of the round indicate the winner here.

Signature: Please sign your name

Write PRO or CON Side (Pro or Con)

School: indicate your school affiliation or write HIRED

Low point win? _____

← this indicates that the losing team's total points are greater than the winning team's points

Comments & Reason for Decision:

Use this space to explain to the students why you voted the way you did, using examples from the debate as support for your decision. Please do NOT let your bias on the topic affect your decision. Tell them what you found compelling.

If a student's argument is unclear or confused you should mention what the problem was, and you may make suggestions as to how to fix it, but if the other team does not point out the problem, you should not vote against the team who had the unclear or confusing argument.

The best advice I can give when writing a ballot is to vote using what the students said in the round, and use quotes or phrases they actually said in your explanation. This shows that you listened to what they said and that you are impartial and unbiased.

You may give students comments on their delivery and presentation but that should NOT be the reason for your decision, though it may affect speaker points.

Each speaker receives points use this scale to determine

Point Scale:

- 30—most amazing ever (rarely given)
- 29—really excellent debater
- 27-28—really good debaters
- 25-26—good, solid debaters
- 23-24—pretty good, trying hard to do well
- Points below 24 means that something went wrong, eg. the student stopped speaking and forfeited.

Speech Times:

- 1st speaker constructive 4 min
- 1st speaker constructive 4 min
- Crossfire 3 min
- 2nd speaker constructive 4 min
- 2nd speaker constructive 4 min
- Crossfire 3 min
- 1st speaker summary 2 min
- 1st speaker summary 2 min
- Grand Crossfire 3 min
- 2nd speaker final focus 2 min
- 2nd speaker final focus 2 min

Easy Speaker Point Rubric

To use this rubric, evaluate each speaker using these descriptors, and add 20 to the number you receive when totaling the rubric points.

Qualities/Points	0	1	2	3
Speaking: Delivery Eye Contact Clarity Rate/Speed Persuasive Tone	Student did not give any speeches	Student gave speeches but lacked presentation skills. Speed was likely too fast or slow, student offered little eye contact and did not speak in a compelling manner.	Student gave solid speeches with good eye contact and conversational speed. The student was convincing in tone.	Student delivered excellent speeches with good eye contact, clarity, and persuasive tone and conviction.
Speech Content: Sources Evidence Reasoning	Student did not give any speeches	Some sources are partially indicated, information seems relevant, some reasoning presented is unclear.	Sources are presented clearly and evidence is relevant to the debate. Student explains importance of evidence and shows solid reasoning.	All evidence is well supported with credible sources, clearly revealed in the speech, and well explained.
Argumentation: Explanation Analysis Extension Impact	Student did not give any speeches	Student offers arguments in initial speeches but doesn't build on them. There is no extension of the argument and there is no weighing of impacts.	Student offers arguments in initial speeches and extends those arguments. The analysis is clear and compelling and weighs the impact so that the judge understands why the arguments are valid.	Student offers arguments in all speeches that are compelling and well supported. Analysis is clear and compelling. Impact analysis is clear and compelling.
Behavior: Respectful Kind	Student did not give any speeches	Student was kind, respectful and polite during round		

This may be helpful—please include actual points on the ballot in the appropriate place.

Speaker 1 total points= 20+ _____ = _____

Speaker 2 total points= 20+ _____ = _____

Speaker 3 total points= 20+ _____ = _____

Speaker 4 total points= 20+ _____ = _____

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Public Forum Flow Sheet
(to take notes during the debate—and save for future use)

PRO Case	Con Responses	Pro Answers	Con Responses	Summary	Final Focus