

Judge Manual

ES 2017-2018



Atlanta
URBAN DEBATE
Developing Critical Thinkers
for a Critical Time.



EMORY

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Thank You

Coaches and Judges,

The Atlanta Urban Debate League thanks you for your dedication and continued support of debate. Along with the students' involvement, your commitment to debate is absolutely crucial to this program's function and continued growth. You should be proud to be part of a unique movement that promotes a different kind of academic setting for children.

It is through your assistance that we, the Atlanta Urban Debate League, are able to offer participants many benefits. Thanks to your efforts, students gain opportunities to improve their academic performance by having an avenue through which to challenge themselves in terms of literacy, critical thinking, communication skills, and most importantly decision-making skills.

Needless to say, gaining and practicing these skills will better equip students for their future lives inside and outside the world of academia. Studies show across the board that student participation in debate helps significantly with earning admissions to colleges and universities. By supporting debate, you are fighting for children's opportunities for higher education. Practicing these necessary skills also allows participants to be better prepared for several career paths including medicine, education, government, corporate sector, law, and business entrepreneurship. In fact, a survey by the National Forensic League shows that 64 percent of the members of the United States Congress competed in debate or speech in high school.

Ultimately, as parents, teachers, and volunteers we aim to give our children the best opportunities possible for their growth and for their futures. Your continued support of debate helps give these chances to well-deserved students.

Sincerely,
AUDL Family

What Happens at a Debate Tournament?

1. Sign In

When you arrive at the school, find the registration table where you can check in to let us know you have arrived. You may then go to the Judges' Lounge for breakfast or to see the kids.

2. Scan the Pairings

Before the first round, pairings will be released. On the pairings, the affirmative team is listed on the left side and the negative team is listed on the right side. Look for your name in the last column of the pairing list under the label "judges." Be sure to check all pairings for your name. If you are listed as a judge (and you probably will be), advance immediately to step 3. If you are not listed as a judge, please stand near the registration table; the tournament staff may need you to replace another judge or take a ballot that was not picked up by another judge.

3. Pick Up Your Ballot

Go to the registration table where ballots are being distributed to pick up your ballot and have your name checked off the pairing.

4. Go to Your Round

Find the room number in which you are listed to judge. At an Elementary tournament, we may ask you to find your competitors beforehand with assistance from the staff and escort them to the room. Otherwise, if both teams are not in the room when you arrive, give them a few minutes to find the room. If they do not show up after 10 minutes, report back to the registration table or the tab room and let the tab room staff know.

5. Fill in the Top Portion of the Ballot

Ask the debaters for their school and their names and fill in the information on the appropriate lines, or double-check ballot accuracy.

6. Begin the Debate

When all debaters are in the room and ready, and when you are ready with flow paper, a pen, a timer, tell the debaters to begin the debate. Be sure to:

- Encourage students who refuse to give speeches. They are usually very nervous in the beginning of the year.
- Give all students a chance to finish all speeches in moderation.
- Discourage tag team cross-examination (both partners participating in cross-x at the same time). It is important that all debaters participate, not just the best one from each team.

7. Flow and Time the Speeches

As the debate proceeds, take notes about the arguments that each speaker makes and encourage debaters to use all (at least most) of their speech time.

8. Render a Decision, but Do Not Disclose.

At the conclusion of the debate, reflect briefly on the arguments by reviewing your flow sheet. Next, vote in favor of either the affirmative or negative team. Explain your decision in the space provided on the ballot. Be sure to allocate speaker points and ranks.

DO NOT REVEAL WHICH TEAM YOU VOTED FOR.

Some debaters refuse to debate in the final rounds if they know they are not going to win an award. Instead, provide an oral critique by offering constructive criticism; point out things the debaters did well and make suggestions regarding things they should do differently, especially if they can improve on that issue before the day's next round (you should also write these constructive comments on the ballot so that coaches can review them).

9. Return your completed ballot to the registration table or tab room.

10. Repeat Steps 2 -10

These steps are taken for each debate round in the tournament. There will be three rounds at the tournament, followed by an awards ceremony in the general gathering space.

Electronic Usage Policy

2017-2018

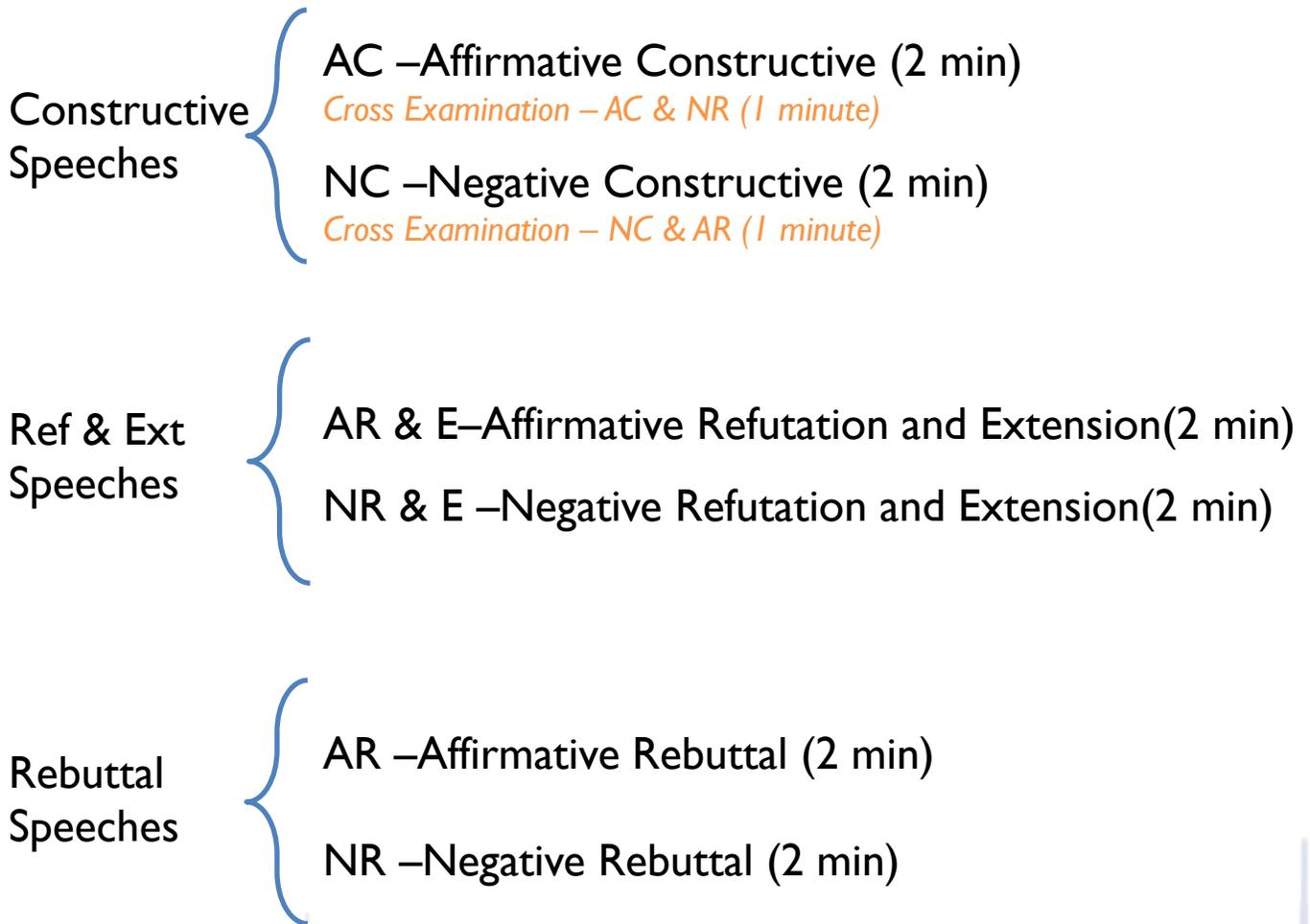
In order to provide clarity and promote a productive educational environment for all students involved with the Atlanta Urban Debate League (AUDL) we have developed the following expectations to govern use of electronics during debate rounds.

1. Students are allowed to use laptops and other electronic devices as a means to store and/or read materials from the evidence packet(s) provided by the Atlanta Urban Debate League.
2. When requested, students using laptops or other electronic devices should provide the page number and/or any other useful information to the judge and competitors in the debate trying to determine what information is being used.
3. Students are not allowed to go online (research, email, texting, chatting, Facebook, etc.) during a debate round, including the judge's oral critique of the round.
4. The AUDL, host school, and other partners of the AUDL ARE NOT to be held liable for the theft, loss, damage, and/or use of anyone's electronic device during the debate event. This applies to all students, teachers, parents, observers, and members of the community.
5. Any and all other issues surrounding the issues described above and others that may arise will be resolved at the discretion and advisement of the AUDL tournament directors, particularly Christy Bradley, Lauren Jacob, James Roland, and Lydia Smith.

What Does a Debate Look Like?

TOPIC – Schools should invest more in providing healthier meals than in physical education to promote overall student and community well-being.

Speech Format



Affirmative Team – 5 minutes preparation time
Negative Team – 5 minutes preparation time

The teams will typically set up on opposite sides of the classroom, with the podium from which both teams will speak located in the front of the room, facing the judge.

What is Preparation Time?

Each team gets 5 minutes to use however they like. Debaters will typically use prep time before their speeches to gather their thoughts, prepare their flows, locate evidence etc. Note, prep time is shared between teammates; so once it's gone... it's gone. Also, if, for example, the affirmative team asks to use some of their prep time, it is ok and even expected that the negative team will also prepare during that time. So, subtract the time from the team that requests it but allow both teams to use it.

How to Determine the Winning Team

The most important job of the judge is to carefully listen to the arguments made by both teams and, based on those arguments alone (not the judge's personal position/opinion), decide whether or not you agree that healthier meals contributes to overall student and community wellbeing more than physical education. It is important to remember that the argument content of the speeches is the most important factor in determining a winner; neither the quality of a cross-examination nor one's speaking abilities/vocabulary should determine the winner of a debate. Judges may find the following model useful for determining a winner.

What Is The Role of the Judge?

The judge is a decision-maker.

They must ultimately vote for the team that presented the better arguments. This decision is usually best understood as the judge imagining that they were in a position to put the affirmative plan into effect (as Congress, the Supreme Court, etc.), and needed to weigh the merits of the plan based on the arguments made in the debate. The judge must set aside their personal opinions about the topic and evaluate the positions made by the debaters as they were argued.

The judge in the debate is also an educator.

- Judge feedback after the debate helps students to advance their knowledge about their arguments, about debate, and about how to become more persuasive.
- Debate is about persuasion. Debaters have a duty to adapt to their judges. Some judges have judged many debates and are familiar with debate jargon. Other judges are less familiar with such jargon and should not feel that they must know all the terms that debaters use to be good judges.
- Intelligent, fair-minded individuals who listen carefully to the arguments made are 100% qualified to judge even the highest levels of debate.

The judge must also occasionally act as arbitrators. Judges must keep track of time in the debate. Occasionally, judges might have to intervene during the debate if there is a problem. This might be anything from two partners not getting along with each other to someone's evidence being misplaced. However, it is most often a student who is too nervous or upset to go on debating. The judge should do his or her best to try to allow the debaters to work things out themselves. If the debaters clearly need the judge's help, try to be supportive and helpful, but with the ultimate goal of continuing with the round.

Please do not disclose your decision to the debaters at the end of the round.

Speech Outline

AC	Presents a case on why investing in school lunches is more important than investing in physical education, using evidence.	2 min
CX	AC gets questioned by the NR	1 min
NC	The speaker rejects the AFF's case and claims that investing in physical education is more important than investing in school lunches, using evidence.	2 min
CX	NC gets questioned by the AR	1 min
AR&E	Use DRMO: (Refutation=Deny-Reverse-Minimize-Outweigh) The speaker should use this speech to refute and expand upon why their case is stronger than the negative's.	2 min
NR&E	Use: DRMO: (Deny-Reverse-Minimize-Outweigh) The speaker should use this speech to refute and expand upon why their case is stronger than the affirmative's.	2 min
AR	Use MRT: (Impact Analysis=Magnitude-Risk-Timeframe) The speaker should narrow the debate by picking a few arguments that they believe the negative side is winning. Explain why your case has a stronger impact than the negative case.	2 min
NR	Use MRT: (Impact Analysis=Magnitude-Risk-Timeframe) The speaker should narrow the debate by picking a few arguments that they believe the affirmative side is winning. Explain why your case has a stronger impact than the affirmative case.	2 min

*Allow all debaters extra time to finish the constructive speeches if needed.

*Cross examination occurs between each constructive speech. These are 1 min question-and-answer periods. They allow debaters a chance to clarify questions, learn new information, and create strategic traps.

* Rule of thumb: Whoever just finished speaking gets to answer the questions and the person who does not speak next for the opposing team gets to ask the questions.

Judge's Rubric

The judge's will decide on the following four criteria:

Quality of Argumentation—this category is to recognize if a speaker puts forth well developed and persuasive arguments during the round.

Presentation Style—this category is to recognize students that have good public speaking abilities (confidence, intonation, verbal & non-verbal, etc.).

Engagement—this category is to recognize if a speaker is engaging with the other team's arguments, during cross examination, and with their partner.

Organization- this category is to recognize a speaker's speech organization (introduction, logical flow of arguments, conclusion).

What Are Speaker Points?

In addition to deciding which team deserves to win a debate round, judges also assign points and ranks to each of the 4 debaters. These points and ranks allow students to be awarded for their verbal/ argumentation skills in addition to their win/lose record.

How to determine speaker points

Speaker points are used to assess how well each debater performed. It is your job to assign, using a scale from 20 to 25, points to each debater based on his or her, argument construction, persuasiveness, organization of speeches, speaking abilities, and technical skills, by category. A 19 should be the lowest score awarded. This score is reserved for debaters who are uncooperative, mean-spirited, and/or disruptive during a debate. Awarding a score of 19 should be reserved for extreme circumstances. Note: judges may assign the same points to multiple debaters. For example, a judge can give two competitors 23 speaker points in a single debate round.

Judges should consult the attached rubric for a more detailed analysis of how speaker points/ranks should be determined.

Speaker Point Rubric –

25 – Outstanding Job - only very minor suggestions for improvement. These should be rare.

24.5 - 24 – Excellent Job - The speaker exceeded standards, but made some minor errors.

23.5 – 22.5 – The speaker made some errors, but was speaking clearly, generally organized, and you understood their arguments.

22 – 21 – Their were problems with organization, the speaker did not clearly refer to the arguments made by the other team and respond to them, but the speaker made a good effort, was not disruptive, and did their best.

20 - The speaker still followed procedure, but made very few arguments, was very disorganized, or read a canned speech in rebuttals instead of directly responding to the other teams arguments.

19 – The score is reserved for majorly disruptive, uncooperative, and/or mean-spirited participants. A 19 should be awarded to a debater that detracted from the learning opportunity of the other debaters and should be given under extreme circumstances only.

Useful Ways to Evaluate Arguments

ARE- This model suggests that arguments have three components. These are **assertions** (claims), **reasons**, and **evidence** (statistical data, peer reviewed research, examples etc.) to substantiate those reasons and assertions.

MR.T- This model serves as a template for analyzing and comparing offensive arguments. Mr.T requires debaters to discuss and juxtapose the **magnitude** (how big/small or bad/good a consequence is), **risk** (probability/ feasibility) and **timeframe** (how soon or far away the consequences are from happening) of their impacts with those of their opponents, ultimately explaining why their offensive arguments matter more.

2PAC- Is a model that aims to teach effective public speaking. The **2** represents the **two distinct methods of communication** (verbal and non-verbal), the **P** is for **presentation** (organization of speech), **A** is for **audience** (communicate in a manner that is appropriate for your audience by using relatable examples, etc.) and the **C** is for **content** (make sure that the content of your speech substantiates your assertions by using statistical data, examples, research, etc.).

DR.MO- is a model for refutation. The acronym stands for deny, reverse, minimize and outweigh. Debaters should either **deny** the truth of their opponents' arguments, **reverse** the arguments by arguing that it in fact works in their favor, **minimize** the significance of the argument by refuting its implications, or concede the opponents' arguments and argue that your arguments matter more or **outweigh** the significance of their arguments in the larger scheme of things.

Topic Overview

Resolved: Schools should invest more in providing healthier meals than in physical education to promote overall student and community well-being.

The debate about how schools should help students live healthily has been ongoing over the past few years. President Obama signed the *Healthy Hunger Free Kids Act*, which increased school lunch standards, while First Lady Michelle Obama’s *Let’s Move!* Campaign and the NFL’s *Play 60* sought to increase physical activity among students. And because policy-makers, researchers, and activists are uncertain as to whether healthier lunches or increased physical activity are the best way to boost student health, there’s a lot of room for debate!

1. Healthy Habits

Students who eat healthily and are active early in life tend to keep up those behaviors for the rest of their life. Schools can give students the opportunity to form those healthy habits, although many do not currently do so.

2. Academic Achievement

Studies have shown that students who live healthier lives tend to perform better in their classes. Why? Some scholars argue that those habits lead to support strong brain development, while others say that they reduce stress so students behave better.

3. Healthcare

Why do we call unhealthy choices “unhealthy?”—because there are health consequences to those actions. Paying for those consequences through healthcare often places a financial burden on families, a problem that better school policies may be able to prevent.

4. Quality of Life

If schools want to expand their health programs, then there may be effects on the surrounding community. Students with healthier habits and their parents are more likely to participate in community programs, like recreational athletics and community gardens—all of which can make a neighborhood better to live in!

5. Student Enjoyment

Both physical education and school lunches can take up a lot of students’ time at school, so making sure that those programs are best that they can be is important, too!

Glossary of Key Terms

1. **Academic Achievement**—a measure of how well students do in their classes, often including grades, test scores, and participation.
2. **Adolescence**—the point in a person’s life, after the beginning of puberty, where they begin to become an adult.
3. **Aerobic Fitness**—your ability to take in oxygen and deliver it to the muscles, which can be improved through physical exercise.
4. **Cardiovascular System**—your heart and blood vessels; the system that delivers oxygen from the lungs to your muscles that aerobic exercises help out.
5. **Cognition**—processes that occur in the brain, like thinking, reasoning, and remembering.
6. **Farm to School**—a program that brings healthy, locally grown food to students and sometimes brings students to where that food is grown.
7. **Healthcare**—activities performed to maintain one’s physical, mental, or emotional well-being—often performed by doctors and pediatricians.
8. **HHFKA** – the Healthy Hunger Free Kids Act, a bill signed by President Obama in 2010 to raise standards for school lunches.
9. **Let’s Move!**—First Lady Michelle Obama’s initiative to get kids physically active
10. **NSLP**—the National School Lunch Program, a government-run program that helps schools provide free and low-cost lunches to their students.
11. **Nutrition**—relating to the food necessary for health and growth.
12. **Physical Health**—the well-being of internal and external body parts, like the heart, brain, muscles, and skin.
13. **Quality of Life**—the standard of health, comfort, and happiness experienced by people.

How to Complete a Ballot and Give an Oral Critique

The following are guidelines for thoroughly completing a ballot and giving an oral critique.

Be encouraging

The debaters will look up to you. Compliments can be a great motivator, and negative comments can be very discouraging. Even if they look confident, middle school and high school debaters are relatively young and probably very nervous. Provide only a few suggestions for improvement, not a list of everything they did wrong. A good strategy is to couch every suggestion in a compliment. For example, "Your 2AR was very impressive, especially when you explained X. Imagine how well you would do if it were a little more organized."

Write a detailed Reason for Decision (RFD) on the ballot

While the oral critique helps the debaters, it does not help their coaches, so be sure to write comments on the ballot in addition to talking with the debaters after the debate ends. These comments give coaches direction concerning what things the debaters need to improve. It also helps debate coaches plan practice exercises.

Try using the 2 for 1 model when giving feedback to the debaters: for every constructive criticism be sure to give 2 compliments.

Note: consult the sample ballot in this packet for more information about how to complete a ballot and how to award speaker points.

Please do NOT disclose your decision to the debaters.

Visit atlantadebate.org for more information about judging evidence and the debate topic.

Sample Ballot

Atlanta Urban Debate League
Elementary School Debates

Judge Name _____ Round _____ Room _____

Affirmative Team _____ Negative Team _____

Debaters' Names	Quality of Argumentation (20-25 points)	Presentation Style (20-25 points)	Engagement (20-25 points)	Organization (20-25 points)
Affirmative:				
Affirmative:				
Affirmative:				
Negative:				
Negative:				
Negative:				

In my opinion, the debate was won by the _____ (Affirmative/Negative) team.

Quality of Argumentation—this category is to recognize if a speaker puts forth well developed and persuasive arguments during the round.

Presentation Style—this category is to recognize students that have good public speaking abilities (confidence, intonation, verbal & non-verbal, etc.).

Engagement—this category is to recognize if a speaker is engaging with the other team's arguments, during cross examination, and with their partner.

Organization this category is to recognize a speaker's speech organization (introduction, logical flow of arguments, conclusion).

Comments for debaters and their coaches:

Contact for Volunteering and Donations

If you are interested in volunteering time or making a donation to the Atlanta Urban Debate League, please contact us in one of the following ways:

By Mail

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