CHSAA Speech and Debate Mission:
The CHSAA mission in speech and debate is to provide opportunities and assist its participants in developing diverse communication skills while competing at the highest levels in high school speech and debate. The purpose of this is to instill discipline, teamwork, sportsmanship, honesty and integrity in a highly specialized activity. CHSAA Speech and Debate coaches teach their participants to respect the activity’s core values, work hard and compete honestly.

CHSAA Speech and Debate Inclusion Statement:
The CHSAA Speech and Debate community believes inclusion is vital to our community. We are committed to providing a safe and equitable learning and competitive environment that fosters a mindset of empathy, respect, and belonging for all involved in Speech and Debate, including, but not limited to students, coaches, judges and community members. We honor differences including races and cultures, genders and sexual orientations, abilities and aspirations, identities and affiliations, socioeconomics and worldviews. Embracing our diversity prepares our community to thrive. Individuals found to have violated this policy will be subject to the full range of sanctions, up to and including removal from the tournament premises.
August 2019

Activities Directors together with Speech and Debate Coaches:

The Colorado High School Activities Association would like to welcome you to the 2019-2020 Speech and Debate competitive season. We are looking forward to another successful season for our schools, students, coaches, adjudicators, and our supportive communities.

Our activities committee has worked diligently to develop the published online Bulletin. Contained within this handbook is a comprehensive listing of our CHSAA rules and Bylaws for our teams to employ throughout the competitive season. Be cognizant of the Events and Their Rules, where the committee has clearly defined and documented four our cumulative post-season cumulative Regional and State competitions. We strongly encourage regular season host teams to utilize these rules during regular season tournaments as this will assist participants, coaches and critics in preparation for the post-season.

PLEASE TAKE TIME TO BECOME THOROUGHLY ACQUAINTED WITH THIS PUBLISHED DOCUMENT

Enclosed you will be able to locate the general policies that will be in effect during the 2019-2020 season. Also, you are welcome to duplicate the forms and ballots to be used during our regular season. Each section is clearly marked for easy reference. The critics are expected to enter the CHSAANow website and complete the online test before competition begins for the Novice/Festival on October 1 along with the varsity season opening on November 1. The critic test is a requirement for those judges before they will be considered to judge a Regional or State Festival or Tournament.

We continue to enjoy the atmosphere of the Festival Tournament hosted at Northridge High School on January 31 - February 1, 2020. The activities committee is happy to announce that Cherokee Trail High School will be our host for the State Tournament on March 20-21, 2020. Best wishes for a successful season and we appreciate your contributions to high school activities and supporting Speech and Debate in Colorado.

Bethany Brookens
Assistant Commissioner
MAJOR CHANGES FROM LAST YEAR

A. FESTIVAL ONLY: Extended pilot for 2019-2020 school year to align with CHSAA tournament events and rules with the following exceptions: add Creative Storytelling, Impromptu, One on One Value Debate and combined Extemporaneous Speaking. Do not offer Cross-Examination Debate.

B. TOURNAMENT AND FESTIVAL: Pilot for 2019-2020 school year to offer Congressional Debate at the State Festival Tournament and State Tournament.

C. TOURNAMENT AND FESTIVAL: Adjust language to identify Oratory as a persuasive speech.

D. TOURNAMENT AND FESTIVAL: Change in CHSAA bylaws to allow a school to compete at 22 tournaments during the season (regionals, state and NSDA tournaments do not count toward 22 tournament limit). Eliminated bylaw that limited a student to competing at a maximum of 14 competitions.

E. TOURNAMENT AND FESTIVAL: At the State Festival Tournament and the State Tournament, non-debate events with 19 or fewer competitors eligible for advancement will break straight to finals. In events that break straight to finals, only finalists will be recognized with state awards.

F. TOURNAMENT AND FESTIVAL: Pilot to align with new NSDA rules on timing in Public Forum Debate (3 minute summary speeches, 3 minutes of prep time per team) and adopt new NSDA language on paraphrasing.

G. TOURNAMENT AND FESTIVAL: Incorporated an inclusion statement to post at the State Festival, Regional Qualifying Meets and State Tournament as a reminder of our dedication to ensuring a safe, equitable experience for all involved. Invitationals are encouraged to post this statement as well.

*****

If you are interested in judging at the Regional Qualifying, State Tournament, or State Festival competitions, you must complete the test located at the link below.

https://www.surveymonkey.com/r/MWWZKYN
COACHES

For Current Speech & Debate updates and information please visit the CHSAA Website  www.chsaanow.com

****

The Speech Calendar can be found on the website listed above. Email CHSAA to have your competition placed on the calendar  swilliamson@chsaa.org

****
CHSAA SPEECH ORGANIZATION

Philosophy: CHSAA seeks to provide a positive competitive speech experience for Colorado high school students by
- Supporting a state-wide competitive speech program to provide students with the opportunity to develop and to perfect communication skills
- Supporting education and development of coaches
- Supporting the education and development of speech judges
- Creating a competitive environment governed by sportsmanship and fair play
- Developing rules and regulations to create a common ground for the running of tournaments
- Organizing regional and state competitions
- Providing information and resources designed to make speech programs more effective

Table of Organization: CHSAA operates a **Festival Schools** program for those schools whose enrollment is from 1 – 1391 and a **Tournament Schools** program for those schools whose enrollment is 1392 and above and for those schools with an enrollment of less than 1392 who petition CHSAA to “play up.”
(To petition to play up, the school’s athletic/activities director must notify CHSAA in the spring of the year of their intention to do so the following year). CHSAA hosts one tournament (the Festival Tournament) for the smaller schools. CHSAA hosts Regional qualifying tournaments for each of the six (6) Tournament Schools’ Districts and a State Tournament for the qualifiers from the Regional tournaments. Each fall, CHSAA will post online the **Current Season Bulletin**, which lists all Festival schools and all Speech Districts and the schools making up those Districts.

CHSAA Speech Chain of Command:
- CHSAA is governed by the **Legislative Council**, which must approve any changes in rules or procedures. Any proposed changes must be presented to the Legislative Council at their April meeting; and if approved, those changes become effective the following school year.
- The **CHSAA Assistant Commissioner** who administers speech is Bethany Brookens. She is the director in charge of CHSAA speech activities in the state of Colorado. Her executive administrative assistant is Sandra Williamson.
- The **Speech Activities Committee** is the representative body that proposes and passes rule changes to be presented to the Legislative Council. This committee is appointed by CHSAA. While every attempt is made to provide each region with a representative, that is not always possible. Members are appointed to a three-year term. In order to be considered, interested coaches must have their principals submit their names to CHSAA by April of the year prior to when they wish to replace an outgoing committee member. This committee meets in January or February so that their new proposals can be taken to the Legislative Council for approval. When called upon, the committee also convenes at the fall speech conference and during the summer.
- The **State Tournament Committee** is comprised of one (1) representative from each District. Reps serve three (3) year terms and are elected by the coaches in their District at their District Speech meeting. This committee meets in November to organize the State Tournament and again in March on the Wednesday prior to the State Tournament to set up the tournament. This committee makes recommendations to the Speech Activities Committee but has no power to change rules.
- The **State Tournament Chair** is selected by the CHSAA Assistant Commissioner with input in the form of nominations from the State Speech Committee/Coaches. The chair is selected for a two-year term. The first year he/she serves as co-chair and the second year he/she acts as State Tournament Chair. This assures that the chair will always have experience in running the State Tournament. Those who are nominated need not be members of the State Speech Committee. Coaches who are interested in serving should let a member of the State Speech Committee know that they would like to be nominated.
• The State Speech Festival Committee operates the State Festival. Its members are selected by CHSAA for the purpose of running their Festival Tournament. This committee makes recommendations to the Speech Activities Committee but has no power to change rules. Festival Activities are covered in the Festival bulletin.

• Each District is governed by a Regional Director. Those directors are elected to three-year terms by the coaches in their Districts at their respective meetings. Their job is to organize and administrate the Regional Tournaments, to prepare the forms to send to CHSAA listing State Qualifiers and to attend the meeting to set up the State Tournament on the Wednesday prior to the meet. Regional Directors are available to provide assistance and support to programs and coaches needing help.

CHSAA believes that serving in any of these positions is a learning experience and therefore, believes that the opportunity to serve should be shared. To give as many people as possible a chance to serve, when possible, no committee member can continue for a second consecutive term.

A goal of this organization is to communicate as effectively as possible. Therefore, remember these important ways to stay updated:

• CHSAA has a web site for speech: www.chsaanow.com (access activities and go to speech)
• Phone: 303-344-5050
• E-mail: bbrookens@chsaa.org or swilliamson@chsaa.org
• Phone and E-mail addresses for District Directors, Committee members, and National Speech & Debate Association Chairs are listed in the Current Official Speech & Debate Handbook (Section II).

Revised 2/10/2020
Legislative Council
72 school administrators acting as voting members representing every league in the state. Approve all committee reports and new by-law and rules changes.

Board of Directors
17 members from geographical regions act similarly to a school board. Oversee the day-to-day running of the association.

CHSAA Staff
7 administrators charged with implementing the by-laws of the association and producing the state championships in the 29 sanctioned activities.

Sport and Activity Committees
Set up the individual activity playoff and championship format. Determine starting dates as well as ending dates for the activity.

Speech Activities Committee
Made up of one representative from each of the six Tournament Regions and two representatives from Festival. Charged with setting up the qualification format and state competition format. All CHSAA Speech and Debate rules are approved by the activities committee, as there is no National Federation Rules committee. Rules are expected to meet the needs of all Colorado students, regardless of the size or background of their schools.

Speech Festival
(8-10 people) Organizes the State Festival Tournament for schools with enrollment of 1391 or fewer. The committee assigns coaches to each of the working positions needed to administer the State Festival.

FALL COACHES CONFERENCE
(4-5 people) Organizes & assigns duties to run the fall workshop for all Colorado speech coaches.

Speech Tournament Committee
(6 Regional Directors & Site Director) Assigned or voted by the region they represent. The Committee hosts and administers the State Tournament by the rules set up by the Speech Activities Committee & CHSAA. Assigns people from each region to work all of the positions needed to run the state tournament. Attempts to assign workers for state so that each region is represented equally.
Speech Activities Committee through its subcommittees tries to involve newer and more experienced coaches in its activities. Their goal is to try to maintain 1/3 of the people involved in the activity as newer coaches. Every attempt is made to try to educate newer coaches through involvement at the tournaments and the Fall Coaches Symposium.

Regional Directors - Assigned or voted in by each region. They are to administer and direct their regional qualifying competition with the help of every coach in that region.
THE CURRENT SEASON

I. **DATES:**
   Criteria: Festival – Last Friday in January and following Saturday.
   Tournament – Friday/Saturday after State Basketball (Basketball is the 2nd Thursday in March & preceding Wed., following Friday & Saturday, always three weeks after wrestling).

2019
A. Festival – January 25-26, 2019
B. Regionals – March 2, 2019
C. State Tournament – March 22-23, 2019

2020
A. Festival – January 31- February 1, 2020
B. Regionals – March 7, 2020
C. State Tournament – March 20-21, 2020

II. **QUALIFYING FORMAT:** *Schools are assigned Regions by CHSAA. If you are a new school, call CHSAA at 303-344-5050 and ask for the speech Administrative Assistant, Sandra Williamson.*

**FESTIVAL SCHOOLS (1-1,391) - (41 Schools)**

<table>
<thead>
<tr>
<th>School</th>
<th>Yearbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alamosa – 596</td>
<td>Limon – 135</td>
</tr>
<tr>
<td>Alamed International – 800</td>
<td>Longmont – 1287</td>
</tr>
<tr>
<td>Aspen – 547</td>
<td>Mead – 1115</td>
</tr>
<tr>
<td>Basalt – 485</td>
<td>Miami-Yoder – 95</td>
</tr>
<tr>
<td>Battle Mountain – 955</td>
<td>Moffat County – 582</td>
</tr>
<tr>
<td>Bethune – 36</td>
<td>Niwot – 1204</td>
</tr>
<tr>
<td>Bishop Machebeuf – 370</td>
<td>Northridge – 1201</td>
</tr>
<tr>
<td>Branson – 77</td>
<td>Pagosa Springs – 450</td>
</tr>
<tr>
<td>Brush – 444</td>
<td>Pinnacle (The) – 520</td>
</tr>
<tr>
<td>Calhan – 167</td>
<td>Platte Canyon – 263</td>
</tr>
<tr>
<td>Dawson School – 257</td>
<td>Prospect Ridge Acad. – 424</td>
</tr>
<tr>
<td>Eagle Valley – 931</td>
<td>Resurrection Christian – 304</td>
</tr>
<tr>
<td>Elicott – 292</td>
<td>Roaring Fork – 384</td>
</tr>
<tr>
<td>Faith Christian – 393</td>
<td>Rye – 228</td>
</tr>
<tr>
<td>Flagler – 44</td>
<td>Silver Creek – 1359</td>
</tr>
<tr>
<td>Fowler – 120</td>
<td>Stargate – 406</td>
</tr>
<tr>
<td>Frederick – 1013</td>
<td>Strasburg – 314</td>
</tr>
<tr>
<td>Ft. Morgan – 907</td>
<td>Steamboat Springs – 829</td>
</tr>
<tr>
<td>Genoa-Hugo – 47</td>
<td>Swink – 116</td>
</tr>
<tr>
<td>Hayden – 135</td>
<td>University – 599</td>
</tr>
<tr>
<td>KIPP – 437</td>
<td>Weld Central – 670</td>
</tr>
</tbody>
</table>
### Tournament Schools: (1,392 – up) – (119 schools)

*Indicates schools playing up a classification

<table>
<thead>
<tr>
<th>Region I – NORTHERN (24 schools)</th>
<th>Region II – METRO (23 Schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Erie – 1154</td>
<td>*Mountain View – 1245</td>
</tr>
<tr>
<td>Fairview – 2228</td>
<td>*Peak to Peak – 589</td>
</tr>
<tr>
<td>Ft. Collins – 1789</td>
<td>Poudre – 1825</td>
</tr>
<tr>
<td>Greeley Central – 1480</td>
<td>Thornton – 1699</td>
</tr>
<tr>
<td>Greeley West – 1628</td>
<td>*Twin Peak Charter – 147</td>
</tr>
<tr>
<td>Loveland –1631</td>
<td>Westminster – 2350</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region III – METRO (26 schools)</th>
<th>Region IV – SOUTHERN (12 Schools)</th>
<th>Region VI – WESTERN (12 schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bear Creek – 1560</td>
<td>Hinkley – 2050</td>
<td>*Canon City – 1076</td>
</tr>
<tr>
<td>Brighton – 1794</td>
<td>*Jefferson Academy – 424</td>
<td>*Crowley County – 116</td>
</tr>
<tr>
<td>Cherokee Trail – 2953</td>
<td>Northfield – 790</td>
<td>*Pueblo Centennial – 1194</td>
</tr>
<tr>
<td>*Conifer – 870</td>
<td>Overland – 2375</td>
<td>*Pueblo Central – 790</td>
</tr>
<tr>
<td>*Denver West – 642</td>
<td>Pomona – 1432</td>
<td>*Pueblo County – 980</td>
</tr>
<tr>
<td>*Elizabeth – 676</td>
<td>Rock Canyon – 2220</td>
<td>*Pueblo South – 1071</td>
</tr>
<tr>
<td>*Evergreen – 1117</td>
<td>Smoky Hill – 2079</td>
<td>*Pueblo West – 1391</td>
</tr>
<tr>
<td>*Green Mountain – 1106</td>
<td>Wheat Ridge – 1251</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region VII – SOUTH CENTRAL (22 Schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Air Academy – 1354</td>
</tr>
<tr>
<td>*Cheyenne Mountain – 1255</td>
</tr>
<tr>
<td>*Classical Academy – 653</td>
</tr>
<tr>
<td>*Coronado – 1369</td>
</tr>
<tr>
<td>*CS Christian – 310</td>
</tr>
<tr>
<td>*Cripple Creek-Victor – 87</td>
</tr>
<tr>
<td>*Discovery Canyon – 1136</td>
</tr>
<tr>
<td>Doherty – 2032</td>
</tr>
<tr>
<td>Fountain Ft. Carson – 1865</td>
</tr>
<tr>
<td>*Lewis-Palmer – 1065</td>
</tr>
<tr>
<td>Liberty – 1621</td>
</tr>
</tbody>
</table>
III. **Creating or Changing Speech Districts:** All schools have the right to be placed in a Region, which shall be as geographically close as possible. Exceptions to geographical location may be made only by Regions who by majority decision and with the approval of the State Speech Committee, CHSAA, and the Legislative Council create an alternative arrangement. No new Region may be created unless they are competitively viable as evidenced by a minimum of ten policy teams and by a minimum of twelve competitors in each of the other events. Any Region in conflict shall have the right to request a State Speech Committee mediator to seek to resolve the conflict.

IV. **The Speech Calendar:** This is online at [www.chsaanow.com](http://www.chsaanow.com). You may add a tournament date to the calendar by emailing Sandra Williamson - swilliamson@chsaa.org.

To ensure an adequate judging pool for the State Festival and the State Tournament, no invitational tournament may be held in the same geographic region on the same weekend as the State Festival or the State Tournament. Invitational tournaments on the same weekend as the State Festival and/or the State Tournament in a different geographic region than the one where the tournament is being held are subject to approval by the CHSAA.
# Debate Topics

## Lincoln Douglas Debate Resolutions:

LD topics can be found at [www.speechanddebate.org](http://www.speechanddebate.org).

**THE STATE FESTIVAL WILL USE THE JANUARY/FEBRUARY NATIONAL SPEECH AND DEBATE TOPIC RELEASED BY THE NATIONAL SPEECH & DEBATE ASSOCIATION ON DECEMBER 1**.

FYI: ALL STATE QUALIFYING TOURNAMENTS WILL USE THE JANUARY/FEBRUARY TOPIC AND THE STATE TOURNAMENT WILL USE THE MARCH/APRIL TOPIC.

### L/D Topic Release Dates:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Release Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 8 -- September/October Topic</td>
<td>October 1</td>
</tr>
<tr>
<td>October 1 -- November/December Topic</td>
<td>December 1</td>
</tr>
<tr>
<td>December 1 -- January/February Topic</td>
<td>February 1</td>
</tr>
<tr>
<td>February 1 -- March/April Topic</td>
<td>May 1</td>
</tr>
</tbody>
</table>

Invitational tournaments may use different topics. Please read your invitation carefully. If you are not sure which topic will be used at an invitational tournament, contact the tournament director.

## Public Forum Debate Resolutions:

PF topics for most INVITATIONAL meets can be found at [www.speechanddebate.org](http://www.speechanddebate.org).

**THE STATE FESTIVAL TOPIC WILL BE THE JANUARY NATIONAL SPEECH & DEBATE ASSOCIATION TOPIC RELEASED BY THE NATIONAL SPEECH & DEBATE ASSOCIATION ON DECEMBER 1**.

FYI: ALL STATE QUALIFYING TOURNAMENTS WILL USE THE FEBRUARY NATIONAL SPEECH & DEBATE ASSOCIATION TOPIC. THE STATE TOURNAMENT WILL USE THE MARCH NATIONAL SPEECH & DEBATE ASSOCIATION TOPIC. THE MARCH NATIONAL SPEECH & DEBATE ASSOCIATION TOPIC MAY NOT BE USED AT ANY REGIONAL QUALIFYING OR INVITATIONAL TOURNAMENTS.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Release Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September/October Topic</td>
<td>released August 8</td>
</tr>
<tr>
<td>November/December Topic</td>
<td>released October 1</td>
</tr>
<tr>
<td>January Topic</td>
<td>released December 1</td>
</tr>
<tr>
<td>State Festival Topic</td>
<td>released December 1</td>
</tr>
<tr>
<td>February/State Qualifying Topic</td>
<td>released January 1</td>
</tr>
<tr>
<td>March/State Topic</td>
<td>released February 1</td>
</tr>
<tr>
<td>April Topic</td>
<td>released March 1</td>
</tr>
<tr>
<td>Nationals Topic</td>
<td>released May 1</td>
</tr>
</tbody>
</table>

Invitational tournaments may use different topics. Please read your invitation carefully. If you are not sure which topic will be used at an invitational tournament, contact the tournament director.
### SPEECH COMMITTEE MEMBERS AND CONTACT INFORMATION
COLORADO HIGH SCHOOL ACTIVITIES ASSOCIATION (CHSAA 303-344-5050)

Bethany Brookens, Assistant Commissioner - bbrookens@chsaa.org  
Sandra Williamson, Executive Administrative Assistant - swilliamson@chsaa.org

#### SPEECH ACTIVITIES COMMITTEE 2019-2020

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christine Jones (Chair) (2020)</td>
<td>Cherokee Trail</td>
<td><a href="mailto:cjones81@cherrycreekschools.org">cjones81@cherrycreekschools.org</a></td>
</tr>
<tr>
<td>Sally Graham (2020)</td>
<td>Castle View</td>
<td><a href="mailto:sally.graham@dcsdk11.org">sally.graham@dcsdk11.org</a></td>
</tr>
<tr>
<td>Imogene Higgins (2020)</td>
<td>Genoa-Hugo</td>
<td><a href="mailto:ihiggins@genoahugo.org">ihiggins@genoahugo.org</a></td>
</tr>
<tr>
<td>Mike Trevithick (2020)</td>
<td>Mullen</td>
<td><a href="mailto:speech@mullenhigh.com">speech@mullenhigh.com</a></td>
</tr>
<tr>
<td>Angela Smith (2021)</td>
<td>Resurrection Christian</td>
<td><a href="mailto:asmith@rcschool.org">asmith@rcschool.org</a></td>
</tr>
<tr>
<td>Jeremy Beckman (2021)</td>
<td>Discovery Canyon</td>
<td><a href="mailto:jeremy.beckman@asd20.org">jeremy.beckman@asd20.org</a></td>
</tr>
<tr>
<td>Greg Hansen (2022)</td>
<td>Dawson</td>
<td><a href="mailto:ghansen@dawsonschool.org">ghansen@dawsonschool.org</a></td>
</tr>
<tr>
<td>Julie Meiklejohn (2022)</td>
<td>La Junta</td>
<td><a href="mailto:jmeiklejohn@lajunta.k12.co.us">jmeiklejohn@lajunta.k12.co.us</a></td>
</tr>
<tr>
<td>Wendy King (2022)</td>
<td>Summit</td>
<td><a href="mailto:harkrish@comcast.net">harkrish@comcast.net</a></td>
</tr>
</tbody>
</table>

#### STATE SPEECH FESTIVAL COMMITTEE

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imogene Higgins (Co-Chair)</td>
<td>Genoa/Hugo HS</td>
<td><a href="mailto:ihiggins@genoahugo.org">ihiggins@genoahugo.org</a></td>
</tr>
<tr>
<td>Greg Hanson (Co-Chair)</td>
<td>Dawson School</td>
<td><a href="mailto:ghansen@dawsonschool.org">ghansen@dawsonschool.org</a></td>
</tr>
<tr>
<td>Diane Wagener</td>
<td>Battle Mountain HS</td>
<td><a href="mailto:diane.wagener@eagleschools.net">diane.wagener@eagleschools.net</a></td>
</tr>
<tr>
<td>Kristine Taylor</td>
<td>Alamosa HS</td>
<td><a href="mailto:corgisknit@hotmail.com">corgisknit@hotmail.com</a></td>
</tr>
<tr>
<td>Jada Petersen</td>
<td>Frederick HS</td>
<td><a href="mailto:magicbluedragon@yahoo.com">magicbluedragon@yahoo.com</a></td>
</tr>
<tr>
<td>Josh Seematter</td>
<td>Northridge HS</td>
<td><a href="mailto:jseematter@greeleyschools.org">jseematter@greeleyschools.org</a></td>
</tr>
<tr>
<td>Traci Powers</td>
<td>Faith Christian HS</td>
<td><a href="mailto:nycteris422@gmail.com">nycteris422@gmail.com</a></td>
</tr>
</tbody>
</table>

#### COLORADO REGIONAL DIRECTORS for State Qualifying Meets

<table>
<thead>
<tr>
<th>Region</th>
<th>Contact</th>
<th>School</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Paul</td>
<td>DeMaret</td>
<td><a href="mailto:pdemaret@psdschools.org">pdemaret@psdschools.org</a></td>
</tr>
<tr>
<td>II</td>
<td>Ashley</td>
<td>McCulloch</td>
<td><a href="mailto:amcculloch2@cherrycreekschools.org">amcculloch2@cherrycreekschools.org</a></td>
</tr>
<tr>
<td>III</td>
<td>Ian</td>
<td>Hopkins</td>
<td><a href="mailto:ihopkins@ketdenver.org">ihopkins@ketdenver.org</a></td>
</tr>
<tr>
<td>IV</td>
<td>Miranda</td>
<td>Berry</td>
<td><a href="mailto:miranda.berry@hoehnesd.org">miranda.berry@hoehnesd.org</a></td>
</tr>
<tr>
<td>VI</td>
<td>Danielle</td>
<td>Lopez</td>
<td><a href="mailto:danielle.lopez@deltaschools.com">danielle.lopez@deltaschools.com</a></td>
</tr>
<tr>
<td>VII</td>
<td>Bill</td>
<td>Brown</td>
<td><a href="mailto:debategnome@gmail.com">debategnome@gmail.com</a></td>
</tr>
</tbody>
</table>

#### STATE SPEECH TOURNAMENT COMMITTEE

<table>
<thead>
<tr>
<th>Region</th>
<th>Contact</th>
<th>School</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director Co-Director</td>
<td>David Montera</td>
<td>Pueblo Centennial</td>
<td><a href="mailto:david.montera60@gmail.com">david.montera60@gmail.com</a></td>
</tr>
<tr>
<td></td>
<td>Jeff Borst</td>
<td>Manitou Springs</td>
<td><a href="mailto:forensicsmshs@mssd14.org">forensicsmshs@mssd14.org</a></td>
</tr>
<tr>
<td>I</td>
<td>Paul</td>
<td>DeMaret</td>
<td><a href="mailto:pdemaret@psdschools.org">pdemaret@psdschools.org</a></td>
</tr>
<tr>
<td>II</td>
<td>Marti</td>
<td>Benham</td>
<td><a href="mailto:mbenham@cherrycreekschools.org">mbenham@cherrycreekschools.org</a></td>
</tr>
<tr>
<td>III</td>
<td>Sally</td>
<td>Graham</td>
<td><a href="mailto:sally.graham@dcsdk12.org">sally.graham@dcsdk12.org</a></td>
</tr>
<tr>
<td>IV</td>
<td>Miranda</td>
<td>Berry</td>
<td><a href="mailto:miranda.berry@hoehnesd.org">miranda.berry@hoehnesd.org</a></td>
</tr>
<tr>
<td>VI</td>
<td>Danielle</td>
<td>Lopez</td>
<td><a href="mailto:danielle.lopez@deltaschools.com">danielle.lopez@deltaschools.com</a></td>
</tr>
<tr>
<td>VII</td>
<td>Stephanie Owen</td>
<td>Widefield</td>
<td><a href="mailto:owens@wsd3.org">owens@wsd3.org</a></td>
</tr>
</tbody>
</table>
### NATIONAL SPEECH & DEBATE ASSOCIATION DISTRICT COMMITTEES

All NATIONAL SPEECH & DEBATE ASSOCIATION National Qualifying Congress and District tournaments are listed on the CHSAAnow.com website tournament list.

#### COLORADO DISTRICT

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marti Benham (Chair)</td>
<td>Cherry Creek HS</td>
<td><a href="mailto:mbenham@cherrycreekschools.org">mbenham@cherrycreekschools.org</a></td>
</tr>
<tr>
<td>Kevin Brich</td>
<td>Chatfield Senior HS</td>
<td><a href="mailto:kbrich@jeffco.k12.co.us">kbrich@jeffco.k12.co.us</a></td>
</tr>
<tr>
<td>Sally Graham</td>
<td>Castle View HS</td>
<td><a href="mailto:Sally.graham@dcsdk12.org">Sally.graham@dcsdk12.org</a></td>
</tr>
<tr>
<td>Ashley McCulloch</td>
<td>Eaglecrest HS</td>
<td><a href="mailto:amcculloch2@cherrycreekschools.org">amcculloch2@cherrycreekschools.org</a></td>
</tr>
<tr>
<td>Brent Oberg</td>
<td>Highlands Ranch HS</td>
<td><a href="mailto:brent.orberg@dcsdk12.org">brent.orberg@dcsdk12.org</a></td>
</tr>
</tbody>
</table>

#### COLORADO GRANDE DISTRICT

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renee Motter (Chair)</td>
<td>Air Academy HS</td>
<td><a href="mailto:Renee.motter@asd20.org">Renee.motter@asd20.org</a></td>
</tr>
<tr>
<td>Jeremy Beckman</td>
<td>Discovery Canyon HS</td>
<td><a href="mailto:jeremy.beckman@asd20.org">jeremy.beckman@asd20.org</a></td>
</tr>
<tr>
<td>Joseph Andenuncio</td>
<td>Pueblo County HS</td>
<td></td>
</tr>
<tr>
<td>William Allen Brown</td>
<td>Woodland Park HS</td>
<td><a href="mailto:debategnome@gmail.com">debategnome@gmail.com</a></td>
</tr>
<tr>
<td>Stephanie Owen</td>
<td>Widefield H.S.</td>
<td><a href="mailto:owens@wsd3.org">owens@wsd3.org</a></td>
</tr>
</tbody>
</table>

#### ROCKY MOUNTAIN NORTH DISTRICT

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seth Wilden (Chair)</td>
<td>Holy Family HS</td>
<td><a href="mailto:seth.wilden@holofamilyhs.com">seth.wilden@holofamilyhs.com</a></td>
</tr>
<tr>
<td>Sarah French-Hahn</td>
<td>Greeley Central HS</td>
<td><a href="mailto:sfrench@greeleyschools.org">sfrench@greeleyschools.org</a></td>
</tr>
<tr>
<td>Kristina Getty</td>
<td>Fairview HS</td>
<td><a href="mailto:fhsdebate@gmail.com">fhsdebate@gmail.com</a></td>
</tr>
<tr>
<td>Angela Smith</td>
<td>Resurrection Christian School</td>
<td><a href="mailto:asmith@rcschool.org">asmith@rcschool.org</a></td>
</tr>
<tr>
<td>Paul DeMaret</td>
<td>Rocky Mountain HS</td>
<td><a href="mailto:pdemaret@psdschools.org">pdemaret@psdschools.org</a></td>
</tr>
</tbody>
</table>

#### ROCKY MOUNTAIN SOUTH DISTRICT

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryrose Kohan (Chair)</td>
<td>George Washington HS</td>
<td><a href="mailto:maryrose_kohan@dpsk12.org">maryrose_kohan@dpsk12.org</a></td>
</tr>
<tr>
<td>Tammie Peters</td>
<td>Golden HS</td>
<td><a href="mailto:tpeterson@jeffco.k12.co.us">tpeterson@jeffco.k12.co.us</a></td>
</tr>
<tr>
<td>Anna Steed</td>
<td>STRIVE Prep-Rise</td>
<td><a href="mailto:asteed@strivepreps.org">asteed@strivepreps.org</a></td>
</tr>
<tr>
<td>Grant Thomas</td>
<td>STRIVE Prep-Smart</td>
<td><a href="mailto:gthomas@strivepreps.org">gthomas@strivepreps.org</a></td>
</tr>
<tr>
<td>Michael Trevithick</td>
<td>Mullen HS</td>
<td><a href="mailto:speech@mullenhigh.com">speech@mullenhigh.com</a></td>
</tr>
</tbody>
</table>

#### WESTERN SLOPE DISTRICT

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britny Walker (Chair)</td>
<td>Central HS (GJ)</td>
<td><a href="mailto:saanderson@gunnisonschools.net">saanderson@gunnisonschools.net</a></td>
</tr>
<tr>
<td>Sherri Anderson</td>
<td>Gunnison HS</td>
<td><a href="mailto:danielle.lopez@deltaschools.com">danielle.lopez@deltaschools.com</a></td>
</tr>
<tr>
<td>Danielle Lopez</td>
<td>Delta HS</td>
<td>Kathleen Uhnavy</td>
</tr>
<tr>
<td>Kathleen Uhnavy</td>
<td>Eagle HS</td>
<td><a href="mailto:danielle.lopez@deltaschools.com">danielle.lopez@deltaschools.com</a></td>
</tr>
<tr>
<td>Diane Wagener</td>
<td>Battle Mountain HS</td>
<td><a href="mailto:diane.wagener@eagleschools.net">diane.wagener@eagleschools.net</a></td>
</tr>
</tbody>
</table>
Speech CHSAA Bylaws

MAJOR CHANGES FOR THIS YEAR

A. FESTIVAL ONLY: Extended pilot for 2019-2020 school year to align with CHSAA tournament events and rules with the following exceptions: add Creative Storytelling, Impromptu, One on One Value Debate and combined Extemporaneous Speaking. Do not offer Cross-Examination Debate.

B. TOURNAMENT AND FESTIVAL: Pilot for 2019-2020 school year to offer Congressional Debate at the State Festival Tournament and State Tournament.

C. TOURNAMENT AND FESTIVAL: Adjust language to identify Oratory as a persuasive speech.

D. TOURNAMENT AND FESTIVAL: Change in CHSAA bylaws to allow a school to compete at 22 tournaments during the season (regionals, state and NSDA tournaments do not count toward to 22 tournament limit). Eliminated bylaw that limited a student to competing at a maximum of 14 competitions.

E. TOURNAMENT AND FESTIVAL: At the State Festival Tournament and the State Tournament, non-debate events with 19 or fewer competitors eligible for advancement will break straight to finals. In events that break straight to finals, only finalists will be recognized with state awards.

F. TOURNAMENT AND FESTIVAL: Pilot to align with new NSDA rules on timing in Public Forum Debate (3 minute summary speeches, 3 minutes of prep time per team) and adopt new NSDA language on paraphrasing.

G. TOURNAMENT AND FESTIVAL: Incorporated an inclusion statement to post at the State Festival, Regional Qualifying Meets and State Tournament as a reminder of our dedication to ensuring a safe, equitable experience for all involved. Invitationals are encouraged to post this statement as well.
Season Length/Maximum Contests:
Competitions shall be from October 1 (Novice/Festival) and November 1 (Varsity) until the completion of the large school state tournament, exclusive of National Speech and Debate Association. (CHSAA Bylaw 4910)

A school may be represented in no more than 22 meets a year, exclusive of regional, state and National Speech and Debate Association Meets. (CHSAA Bylaw 4920)

Coaching:
All speech coaches who assume full responsibility for students under their direction at any level (varsity, junior varsity, etc.) shall be a coach registered with the CHSAA.

A registered coach is a coach who is one of the following:
  a) a coach who has completed the CHSAA 1st year Coaches Course  
  b) a CHSAA-certified coach whose certification is on file with the CHSAA  
  c) a CDE-licensed teacher who has coached a CHSAA-sponsored activity at a member school within the last three years (2014-15 school year or later).

All coaches, regardless of length of time spent coaching must pass the CHSAA Coaches test prior to the first competition of the season.

Student Eligibility:
A student shall be eligible to represent his/her school in speech activities sanctioned by CHSAA if such student meets the following requirements:

- Bylaw 1720 (Stricter Standards) The student meets any stricter standards of eligibility set by his/her school.
- Bylaw 1720b (Conduct) - In the judgment of the principal of the student’s school he/she is representative of the school’s ideals in matters of citizenship, conduct, and sportsmanship.
- Bylaw 1790 (Co-op programs)
- Bylaw 1710c - During the period of participation the student must be enrolled in courses that offer in aggregate a minimum of 2.5 Carnegie units per semester.

Academic All State/Academic Team Champions
For your information, CHSAA has programs called the “Team Academic Award” and the “Academic All-State Honors Program.” See your Athletic/Activities Director for more information.
GENERAL FESTIVAL INFORMATION

NORMS/EXPECTATIONS FOR FESTIVAL TOURNAMENT PARTICIPANTS:
All schools are expected to help provide judges for the Festival Tournament.
• Each school should bring 1 judge for every 6 event entries and every 2 debate entries
• Any school with debate competitors should bring debate judges
• Additional judges are always appreciated and help the tournament to run on time
• Coaches are expected to help judge if needed

All students and coaches are expected to display good sportsmanship and ethical behavior at all times.

All schools are expected to register for the State Festival Tournament at least one week prior to the tournament. Any adds/drops should be done no later than 11:59 p.m. the Tuesday prior to the State Festival Tournament. Drops after this time will incur a drop fee and adds after this time will not be accepted. Name changes will be accepted on site at the State Festival Tournament.

OPTION:
Schools from the Festival classification may opt to attend the State Speech Tournament in March. Attendance at the Regional qualifying meets precludes attendance at the State Festival. Schools must declare to CHSAA through their principals which tournament they will be attending. This must be done in writing every two years.

ENTRY:
Entry into the Festival is by school. A school may not participate in both the Festival and the State Tournament. The Festival is designed for Festival schools only. Regional tournaments are not conducted for Festival schools.

5A SCHOOLS MAY NOT ENTER THE STATE FESTIVAL TOURNAMENT

STATE FESTIVAL INFORMATION
THE CHSAA State Speech Festival will be held January 31-February 1, 2020 at Northridge High School.

ENTRANCE FEE WILL BE $12.00 PER EVENT PER PARTICIPANT. All entries will take place on www.speechwire.com. Send all payments to CHSAA. Payments must be received by the Wednesday following the State Festival or a $25 late fee will be assessed.

NEW* PLEASE REMEMBER: A $25.00 late fee will be assessed those schools not meeting the registration deadline and/or those schools whose payment is not received by CHSAA two weeks following the event. This includes any fees or drop fees that will be billed separately by CHSAA after the event.

REGISTERING FOR THE STATE FESTIVAL TOURNAMENT
To complete your registration, you will need the following:
• First and last name of each competitor.
• First and last name of coaches to be listed in program and cell number for coaches who will be on site at the state tournament.
• In Poetry, Program Oral Interp, Original Oratory, and Informative Speaking, the theme/topic of each competitor's program/speech.
• In Drama, Humor, Poetry, Program Oral Interp and Duo, the title(s) and author(s) of all sources used.
• Recommended: An electronic (pdf) version of each oratory and/or informative speech with signed cover sheet. You will be able to upload a copy of your students' speeches during the registration process.
process.

- For students registered in Congressional Debate interested in serving as presiding officer, indicate whether the student wants to preside in preliminary sessions only or if the student is interested in presiding in preliminary sessions and/or advancement rounds. A student must run for Presiding Officer during preliminary sessions in order to be eligible to serve as the presiding officer during advancement sessions.

- The information listed in Speechwire at the start of Round One of the State Festival Tournament shall be considered final. It is each coach’s responsibility to insure its accuracy, therefore, it is highly recommended that each coach print a copy of his/her final registration.

- Pre-registration should be completed one week prior to the tournament. Adds and drops should be made no later than 11:59 p.m. the Tuesday prior to the tournament.

- Name changes will be accepted on site at the State Festival Tournament, but no adds will be accepted at the State Festival Tournament.

In addition to registering online:

- If you do NOT upload a copy of your students’ speeches during the registration process, send a copy (email or mail) of each oration and informative speech with signed cover sheet to regional director (due the Tuesday prior to the State Festival Tournament).

- Send payment to CHSAA (must be received by the Wednesday following the State Festival Tournament to avoid late fee). Please see the new payment policy of two weeks following the event on page 17.

PARTICIPATION

Schools may enter a maximum of 4 students or 4 teams per event, with the exception of Congressional Debate. Schools may enter a maximum of 2 students in Congressional Debate.

Wave A events: Interpretation of Drama, Interpretation of Humor, Interpretation of Poetry, Original Oratory, Extemporaneous Speaking, One-on-One Value Debate, Creative Storytelling

Wave B events: Public Forum Debate, Lincoln Douglas Debate, Duo Interpretation, Program Oral Interpretation, Informative Speaking, Impromptu Speaking

Additional event: Congressional Debate

Double entry restrictions:

- Students may enter a maximum of 2 events – one Wave A event and one Wave B event.
- Students in Extemporaneous Speaking, One-on-One Value Debate, Public Forum Debate and Lincoln Douglas Debate may double enter, but may not double enter in another debate event or Extemporaneous Speaking (i.e. a student could enter Drama and PF, but could not enter Extemp and PF)
- Students in Congressional Debate may not double enter.

Event is officially over at the presentation of awards with finalists subject to change any time prior to that.

DROPS

Registration numbers will be considered final and fees will be locked the Tuesday prior to the State Festival Tournament. After this time, a drop fee will be charged for any drops. Drop fees for CHSAA Tournaments are equal to registration fee.

Each school will be informed of its code number at the time of registration. Names must appear on the Final Registration form opposite the codes assigned to each student in each event. Students remember and follow these codes consistently throughout the Festival or face possible disqualification. The Final Registration Forms will be retained in the tabulation room for identification of students.

EVENTS

Events to be held at the State Festival include: Congressional Debate, Public Forum Debate, One-on-One Value Debate, Lincoln Douglas Debate, Extemporaneous Speaking, Impromptu Speaking, Creative Storytelling, Original Oratory, Informative Speaking, Interpretation of Dramatic Literature, Interpretation of Humorous Literature, Interpretation of Poetry, Program Oral Interpretation, and Duo Interpretation. Procedures for all events are described on the pages of this book. Please check the enclosed time schedule for daily events.
ORIGINAL ORATORY/INFORMATIVE SPEAKING:
A typed manuscript of each qualifying oratory/informative speech must be submitted to CHSAA (as a pdf attached to your registration, by mail or by email). Each oratory/informative speech must include the cover sheet signed by the coach and the student. Informative Speeches must also include a Works Cited page. Oratories/Informative Speeches must be received at CHSAA no later than the Tuesday prior to the State Festival Tournament.

ORATORIES/INFORMATIVE SPEECHES MUST HAVE ALL QUOTED WORDS UNDERLINED AND THE NUMBER OF QUOTED WORDS AT THE BOTTOM OF EACH PAGE OR THE ORATORY/INFORMATIVE SPEECH WILL BE RETURNED FOR REVISIONS. ANY ORATORY/INFORMATIVE SPEECH WITH MORE THAN 150 QUOTED WORDS WILL BE RETURNED FOR REVISIONS.

If the oratory/informative speech is returned, the corrected and/or rewritten copy must be received by mail or by email prior to the scheduling meeting at 9:00 am on the Thursday before the State Festival Tournament. If the rewritten and resubmitted oration still has more than 150 quoted words, the coach will be notified of the student's disqualification after the tournament scheduling committee meets.

INTERPS:
If cutting titles are not submitted online (including author and title) a $25.00 late fee will be assessed to the school. Remember that competitors are required to bring a copy of the original source(s) for Drama, Humor, Poetry, Program Oral Interp and Duo.

NO SHOWS:
Students not showing up for any preliminary round will not be allowed to advance past prelims. Students may compete in remaining preliminary rounds. No ranks for any other competitors will be adjusted because of a no show competitor not advancing.

STUDENTS LATE TO ROUNDS:
Students are expected to be on time to all rounds. Students who are more than ten (10) minutes late for a round will be disqualified from that round. The tournament director may waive the penalty for just cause.

AWARDS:
For Events, all finalists and semifinalists will receive awards. For Debate, a first and second place award will be presented to students who earn these places, third place awards will be presented to the two semi-finalists, and awards will be presented to debate octafinalists and quarterfinalists. In Congressional Debate, finalists and semifinalists will receive awards in the chamber at the end of the session. The top six individuals and the presiding officer from finals will receive awards during the award ceremony. All awards are final once announced.

BALLOT ROOM:
The ballot room will be open by the end of the first round on Friday until the close of business Friday evening and Saturday until the semifinal ballots are available for perusal. After this time, the ballot room is closed.

Coaches may view only the ballots for their competitors.

Ballots/awards will NOT be released until the awards ceremony. Have someone from your area pick up your awards/ballots if you leave the tournament early.

COACHING RESPONSIBILITIES:
Each school must have its own coach who will be available throughout the meet. The coach must be one of the coaches the school registered with CHSAA. If someone else accompanies the students, he/she must be able to fulfill the judge responsibilities and must present a letter from the principal approving him/her as the official in charge of the students. The coach must check in
at the registration desk on the day of the tournament. At that time, registrations will be re-checked and the presence of all qualified participants will be verified. Students **must** be accompanied by a coach who will be available throughout the meet. Coaches **must** be available to judge and **must check in at the judges’ table both days.** Coaches must attend the mandatory coaches meeting that will be held before the opening round of competition at the State Tournament. A fine for not judging when called upon may be assessed.

**OBSEVERS:**
Observers are allowed, but they may not use any electronic devices including but not limited to computers, tablets, smartphones, cameras, cell phones, video and/or audio recording equipment. Observers may not take notes in debate. Flowing and note taking is permitted only for the debaters and for the judge(s). Observers cannot enter or leave the room during a participant’s presentation.

**MEALS AND SNACKS:**
Concessions will be sold on site; there are no fast food services available.

**INCLEMENT WEATHER POLICY:**
The following policy statements represent the general operation procedures of the CHSAA regarding post-season games/events, tournament/conferences that are threatened by inclement weather. Circumstances not covered by this policy are left to the discretion of the CHSAA office for directions and/or discussions when deemed to be appropriate. *(Reference CHSAA Bylaw 5010)*

**Note:** Schools and individuals have the added responsibility of making alternative travel plans to contest/tournament sites based upon weather forecasts, etc. As a safety factor, input and recommendations are to be sought from the Highway Patrol Division of Highways and Travel.

**Team Competition**

1. **Dual** - The scheduled starting time and/or date of a contest/event may be adjusted upon consultation and mutual agreement of the administrators from the two affected schools as well as consultation with the CHSAA office.

2. **Tournaments/Conferences** - In the event acts of God prevent a team(s) from arriving on time for a scheduled contest as part of a post-season tournament, the following steps will be enacted:
   a. When the number of schools participating is 25% or more that are unable to be present, the tournament/conference director, in consultation with CHSAA, shall postpone all or part of the day’s contests/activities. Alternative brackets and time schedules shall be determined by the director, in consultation with CHSAA, which may include extending the contest/ tournament.

3. When less than 25% of schools are not able to attend the following procedures will be followed:
   a. Notify the tournament director or designee with complete details a minimum of four hours before the scheduled starting time the day the tournament is to begin and/or other affected days of the tournament.
   b. If unable to arrive for the scheduled starting time, that segment of the bracket (game) will be moved to a later time slot that evening, following the completion of scheduled contests.
c. In the event “a” is not possible, the game(s) will be rescheduled the following morning—where the schedule permits—at a time to be set by the tournament director.

d. In the event “b” is not possible and the contest(s) cannot be rescheduled due to facility and/or schedule conflict, etc., the contest shall be declared a forfeit. When a consolation bracket is available, the team unable to make the contest will enter the consolation bracket.

STATE FESTIVAL SCHEDULING MEETING
The meeting to schedule the Festival will be held on Thursday, January 30, 2020, 9:00 a.m. at the CHSAA office, 14855 East Second Avenue in Aurora.
Oratory/Informative Speaking Cover Sheet

STUDENT NAME______________________ COACH NAME______________________
SCHOOL__________________________ REGION NUMBER______________________

TOTAL NUMBER OF QUOTED WORDS: _____________

Underline quoted words and put the number quoted on the bottom of each page.

Staple the typed pages of the Oratory/Informative Speech to this sheet. For Informative Speaking, include the Works Cited page as well.

Except for 150 words or less that are quoted, and for which sources are cited, this oratory/informative speech is my original work.

_________________________________ (Student signature)

To the best of my knowledge, this oratory/informative speech (except for quoted words) is this student’s original work.

__________________________________ (Coach Signature)
Congressional Debate Legislation Cover Sheet

STUDENT NAME(S)_______________________________ COACH NAME_______________

SCHOOL _______________________________________

LEGISLATION SUBMITTED WILL BE USED TO CREATE:

Preliminary Session 1 – 5-6 bills/resolutions
  Submitting school name will be listed and authorship speeches will be allowed

Preliminary Session 2 – 5-6 bills/resolutions
  Submitting school name will be listed and authorship speeches will be allowed

Semifinals (if needed) – 5-6 bills/resolutions
  Submitting school name will be omitted and no authorship speeches will be allowed

Finals – 5-6 bills/resolutions
  Submitting school name will be omitted and no authorship speeches will be allowed

This bill/resolution may be used in preliminary sessions □ YES □ NO
This bill/resolution may be used in advancement sessions □ YES □ NO

This piece of legislation is my original work. I have made every effort to ensure that it is formatted correctly. To the best of my knowledge, this legislation has not been on the docket at a previous tournament.

_________________________________ (Student signature)

To the best of my knowledge, this legislation is this student’s original work. To the best of my knowledge, the legislation is formatted correctly and has not been on the docket at a previous tournament.

_______________________________ (Coach Signature)
STATE FESTIVAL TOURNAMENT SCHEDULING INFORMATION

SCHEDULING OF TOURNAMENT PARTICIPANTS:
All Festival participants will be identified by code and name. That code is the one given to the competitors on the final registration form. Failure to follow that code will result in the disqualification of the competitor(s).

All entrants will participate in three rounds of competition, then 12 will advance to the semi-final round, and six will advance to the final round.

Events with 19 or fewer competitors eligible for advancement will break straight to finals. Events with more than 19 competitors will break to semifinals. In events that break straight to finals, only finalists will be recognized for State awards.

RANKING CONTESTANTS:
In non-debate events, no rank lower than a 4 shall be given in preliminary and semi-final rounds of events. Competitors will be ranked 1-6 in finals.

There will be one judge in each preliminary round of events. There will be three judges in each semifinal and final round of events. This requirement can be waived if the number of judges does not allow for a three judge panel in semifinals.

In debate events, the winning team must have more points than the losing team and each speaker must earn a different number of points.

In Congressional Debate, there will be two judges and one parliamentarian in each session. At the conclusion of each speech, judges will award points for each speech (1-6, 6 is best). Judges will award the presiding officer points for three hours of presiding (1-6, 6 is best). At the end of the session, each judge and the parliamentarian will holistically rank all competitors, including the presiding officer. Judges will rank the top 8 competitors (1 is best) and all other competitors will receive a rank of 9. The parliamentarian will rank all competitors in the chamber with a unique rank (1 is best).

INSTRUCTIONS FOR SCHEDULING PRELIMINARY ROUNDS OF NON-DEBATE EVENTS:
Speechwire will be used to tabulate and schedule events. The workers assigned to each event will shadow the scheduling and tabulation on cards to ensure that the following rules are followed:

These criteria are to be followed, in priority order:
1. The maximum number of students in a section is 6.
2. No two students from the same school meet, if possible.
3. The same students should not meet, if possible.
4. No students with the same interpretation title or oratory topic should meet one another, if possible.
5. Vary the speaker position of each student, if possible.
6. No student shall be scheduled in a short section more than once, if possible.

NOTE: While the listed criteria represents the optimum in scheduling, it is not always possible to ensure that no two students will ever appear in a section together more than once. Also great imbalances in the relative number of students from various schools and geographic areas make a completely geographical mixture impossible.

SEMI-FINALISTS:
Semifinalists are selected as follows:
1. Best 12 students with the lowest cumulative RANK for the first three rounds.
2. If two are tied for the 12th spot, have they met? If yes, judge’s preference (lower rank) when they met is placed higher. If students have met more than once, consider judge preference from all meetings.
3. If two are tied and have not met, OR if three or more are tied, use reciprocal fractions. Convert
the judges’ ranks to reciprocal fractions. Thus, 1st = 1.00; 2nd = .50; 3rd = .33; 4th = .25. The student with the highest reciprocal fraction total is placed higher.

4. At any point that a 3-or-more-way tie becomes a 2-way tie, revert to “Breaking a 2-Way Tie.”

5. If still tied, a run-off round between them with three judges should be used, and then send them to their semi-final round.

**INSTRUCTIONS FOR SCHEDULING SEMIFINAL ROUND OF EVENTS:**

1. Students from the same school should not meet, if possible.
2. Same titles/topics should not meet, if possible.
3. Sections should be balanced in terms of strength (total ranks).
4. Same students should not meet, if possible.
5. Vary speaker positions, if possible.

**DETERMINATION OF PLACES 7-12:**

Awards for 7th – 12th place are determined by cumulative ranks from three preliminary rankings and each judge’s semifinal rankings.

In the event of a tie, use the following tie breaking measures:

1. If two are tied, did they meet in semifinals? If yes, the judges’ preference from semifinals (lower rank) is placed higher.
2. If two are tied and did not meet in semifinals, have they met in prelims? If yes, judge’s preference (lower rank) when they met is placed higher. If students met more than once in prelims, consider judge preference from all meetings.
3. If two are tied and have not met, OR if three or more are tied, use total reciprocal fractions from all preliminary and semifinal ranks (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25). The student with the highest reciprocal fraction total is placed higher.
4. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to “Breaking a 2-Way Tie.”

**FINALISTS:**

Finalists are selected as follows:

1. The top six students with the lowest cumulative RANKS (six ballots) from their preliminary and semifinal judges advance to the final round.
2. If two are tied, did they meet in semifinals? If yes, the judges’ preference from semifinals is placed higher.
3. If two are tied and did not meet in semifinals, did they meet in prelims? If yes, judge’s preference (lower rank) when they met is placed higher. If students met more than once in prelims, consider judge preference from all meetings.
4. If two are tied and have not met, OR if three or more are tied, use total reciprocal fractions from all preliminary and semifinal ranks (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25). The student with the highest reciprocal fraction total is placed higher.
5. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to “Breaking a 2-Way Tie.”
6. If still tied, conduct a run-off between them with three judges. Then send them to the final round.

**DETERMINATION OF FINAL RESULTS:**

In the final round, the ranks of all three judges count. Awards are determined by cumulative ranks from three preliminary rounds, all judges’ semifinal rankings, and all judges’ final round rankings. The lowest cumulative total of all ballots wins.

In the event of a tie, use the following tie breaking measures:

For a two-way tie, use judges’ preference in finals.

For a three or more way tie:

1. Look at total student ranks in finals.
2. Determine reciprocal values from the ranks received in finals.
3. If still a tie, all 3 students receive the same award.
4. At any point that a 3-or-more-way tie becomes a 2-way tie, revert to “Breaking a 2-Way Tie.”
SCHEDULING OF DEBATE EVENTS:

Speechwire will be used to tabulate and schedule debate. The workers assigned to each event will shadow the scheduling and tabulation on cards to ensure that the following rules are followed:

1. Pairing of Rounds 1, 2 & 3:
   A. Philosophy: A team is independent in that sides debated by other teams from its school are irrelevant and not used when pairing. Sides are irrelevant in Public Forum and in One-on-One Value Debate.
   B. Priority for Determining Byes:
      1. No team shall receive more than one bye in Rounds 1 – 3.
      2. No school shall be scheduled for more than one bye in Rounds 1 – 3.
      3. Byes are to be drawn by blind draw from all eligible teams and schools.
      4. No school may refuse a bye.
      5. A bye is a win for this tournament.
   C. Pairing of Round 1:
      1. If there is an odd number of teams entered, draw a bye and give that team a “win” for Round 1.
      2. Arrange all teams entered in numerical/alphabetical order (101A, 101B, 104A, 109A, etc.).
      3. Separate the remaining pile of tab cards into two piles by placing the first card to the left, the second to the right, the third to the left, etc.
      4. Shuffle each of these two piles separately.
      5. Place one pile to the left for Affirmative and one to the right for Negative.
      6. A matrix should be used to pair the round.
      7. Pair the round to avoid having teams from the same school meet, if possible.
   D. Pairing of Round 2:
      1. If a bye is needed in Round 2, draw one as above, from all eligible teams and schools (exclude a team with a Round 1 bye and other teams from that school from consideration). Give the bye team a Round 2 “win.”
      2. On a table to the left place all teams with more negative debates, who should now debate affirmative. At the right, place those with more affirmative debates, who should now debate negative (a team not debating Round 1 because of a bye may uphold either side).
      3. Shuffle the negative cards.
      4. The matrix should be used to ensure that unless necessary:
          a. Pair to avoid teams from the same school meeting.
          b. Pair to avoid teams meeting a second time.
          c. Pair to avoid a school hitting another team from a school previously hit.
   E. Pairing of Round 3:
      1. If a bye is needed in Round 3, draw it from all eligible teams and schools, again excluding a team that’s had a bye and excluding teams from a school that’s had a bye. Give the bye team a “win.”
      2. Place the teams who don’t have one affirmative and one negative debate into the appropriate Affirmative or Negative pile.
      3. Rearrange the remaining teams in numerical/alphabetical order, as done before Round 1 (101A, 101B, 104A, 109A, etc.).
      4. Separate the remaining pile of tab cards into two piles by placing the first two cards to the left, the next two to the right, and alternating left-left, right-right, etc.
      5. Place one pile to the left for Affirmative and one to the right for Negative.
      6. Should these two piles be unequal, draw by blind draw from the side with “more” to the side with “less.”
      7. Shuffle the negative pile.
      8. The matrix should be used to ensure that unless necessary the following priorities are met:
          a. Pair to avoid teams from the same school meeting.
          b. Pair to avoid teams meeting a second time.
          c. Pair to avoid a school hitting another team from a school previously hit.
2. Setting up Rounds after Round 3:
   A. Setting Up the First Advancement Round:
      1. All teams winning 2 or 3 debates in Rounds 1 – 3 enter the first advancement round.
      2. The first advancement round is needed to ensure a 16 team bracket for Octafinals, an 8 team bracket for Quarterfinals (if there are fewer than 16 teams but more than 8 teams with a 2-1 or 3-0 record following Round 3), or a 4 team bracket for Semifinals (if there are fewer than 8 teams with a 2-1 or 3-0 record following round 3).
      3. Advancement round debates are scheduled and byes are given to ensure this happens.
      4. If possible, those who are undefeated will receive a bye to the next advancement round.
      5. If undefeated competitor(s) must debate in the first advancement round, the lowest ranked undefeated competitor(s) will debate.
      6. Debaters are ranked on W/L record, strength of opposition then cumulative speaker points. If two debaters are tied, look to see if they met head to head. Strength of opposition for a team receiving a bye will be the average strength of opposition for the rounds debated in Rounds 1-3. Speaker points for a team receiving a bye will be the average of the speaker points earned in the rounds debated in rounds 1 – 3.
      7. If two undefeated competitor(s) are tied and one is needed to debate in the first advancement round, the one receiving the bye will be drawn by blind lot and the other will debate.
      8. Additional necessary byes shall go to the once defeated teams on the same basis as above, with higher teams or debaters receiving byes.

   B. Pairing of Advancement Rounds:
      1. Pairing Priorities:
         a. Each team operates as an independent unit. Side assignments are NOT based on sides debated by other teams from its school.
         b. Avoid pairing undefeated if numerically possible.
         c. Avoid pairing a school against itself if numerically possible.
         d. Avoid pairing teams who have met previously if numerically possible. If teams meet a second time, they MUST reverse sides except in PF.
         e. If a bye is necessary, a bye shall be drawn from any team eligible for a bye.
         f. Debaters should uphold alternating sides if possible.
      2. If undefeated competitor(s) must meet, the pairing shall be created by blind draw from those eligible under the pairing criteria.
         a. If both teams have had an unequal number of Affirmatives and Negatives and the less debated sides are opposite, each shall be assigned the less debated side.
         b. If one team has an uneven number of Affirmatives and Negatives and the other team an equal number, the team with the uneven number shall be assigned its less debated side, and the other assigned the opposite side.
         c. If both teams have an equal number of Affirmatives and Negatives and are due to uphold the same side, OR if both teams have an unequal number, and both have debated more on the same side and less on the other, the sides shall be assigned by blind draw.
      3. On the table, place the remaining undefeated teams on the left side who need to be affirmative because they have debated more negatives than affirmatives.
      4. On the table, place the remaining undefeated teams on the right side who need to be negative because they have debated more affirmatives than negatives.
      5. On the table, place the remaining undefeated teams due to uphold the affirmative, based on side alternation.
      6. On the table, place the remaining undefeated teams due to uphold the negative, based on side alternation.
      7. Pair the undefeated teams on the table set to go affirmative with the once defeated teams who should be negative.
8. If there is an undefeated who needs to uphold the affirmative without an opponent, blind draw a team from the once defeated teams due to uphold affirmative to debate on the negative side.

9. Then pair the once defeated teams who should be affirmative with the undefeated teams set to uphold the negative.

10. Continuing to follow the pairing criteria listed above, pair any remaining once-defeated teams.
   a. If both teams have had an unequal number of Affirmatives and Negatives and the less debated sides are opposite, each shall be assigned the less debated side.
   b. If one team has an uneven number of Affirmatives and Negatives and the other team an equal number, the team with the uneven number shall be assigned its less debated side, and the other assigned the opposite side.
   c. If both teams have an equal number of Affirmatives and Negatives and are due to uphold the same side, OR if both teams have an unequal number, and both have debated more on the same side and less on the other, the sides shall be assigned by blind draw.

D. Losing teams are eliminated until two teams remain.

E. Placing:
   1. The final round determines 1st and 2nd place.
   2. Teams losing in semifinals tie for third.
   3. Quarterfinalists who lose receive Quarterfinalist awards.
   4. Octafinalists who lose receive Octafinalist awards.

JUDGING CONGRESSIONAL DEBATE:
Judge/Scorer:
At the conclusion of each speech, each judge will assign points (1-6, 6 is best). The judge should consider both the speech presented and the competitor’s ability to answer questions when scoring the speech.

The judge should award points (1-6, 6 is best) to the presiding officer each hour for the three hours served. These points may be the same for each of the three hours or may be different.

At the end of each scorer’s judging commitment, they rank their eight (1-8, 1 is best) most preferred legislators (which may include presiding officers). All other students will receive a rank of 9 for the session.

Parliamentarian:
A parliamentarian supervises each chamber and remains throughout all preliminary sessions: to call roll and ensure students are in assigned seats, to monitor timekeeping by the presiding officer, to intervene in case a student officer becomes too deeply involved in parliamentary rules, to correct gross errors in procedure, to record session start and end times, and to record actions taken. Ordinarily one should remain in the background, but step forward firmly when one’s presence is required. The purpose of Congress is to debate legislation; the parliamentarian ensures this is done. The parliamentarian is also considered a judge in the chamber and will rank all participants at the end of the session (or in the case of a multiple session preliminary round, at the end of the last session).

At the end of each parliamentarian’s judging commitment, they rank all students in the chamber (1 – total number of students in chamber, 1 is best). Ranks below 8 will be recorded as a 9 for advancement purposes. The ranking of all students in the chamber will be used as a tiebreaker.

Scorers and Parliamentarians will be paid for three rounds of judging for each session of Congressional Debate that they judge.
STRUCTURE OF CONGRESSIONAL DEBATE:

1. Time Allowance and Sessions.
   A. All students will be scheduled into a house for the two preliminary sessions, each of which will have two judges and one parliamentarian. Students will be in the same house for both preliminary sessions; however, there will be a separate docket for each of the preliminary sessions, and each session will have a different seating chart and two different judges, and precedence and recency will reset for the second preliminary session. The parliamentarian will remain in the house for both preliminary sessions.
   B. Once the presiding officer has been selected, the parliamentarian will announce the end time for the session. If time permits, there will be three hours for debate once the presiding officer has been selected.
   C. Each session will be a minimum of three hours and a maximum of three hours and thirty minutes to allow for election of presiding officers. If no presiding officer elections are needed, the session will be three hours.

2. Election of Presiding Officer:
   A. During the first preliminary session, in semifinals, and in finals, all students interested in serving as presiding officer will have a 10 minute trial period.
   B. Once all presiding officer candidates have had their trial period, voting will take place via secret ballot.
   C. The presiding officer must be elected with a majority of the vote. If one candidate does not receive a majority of votes, eliminate the candidate with the fewest votes and vote again. If candidates are tied for the fewest number of votes, vote to determine which of the tied candidates should remain in contention. Repeat this process until one candidate receives a majority of votes.
   D. Presiding Officer in Preliminary Sessions
      1. The first candidate who receives a majority of the votes will have the choice to serve as presiding officer for the first preliminary session or the second preliminary session.
      2. If necessary, repeat the voting process with all presiding officer candidates except the first winner to determine the presiding officer for the remaining preliminary session.
      3. If there are only two students interested in serving as presiding officer and they can mutually agree as to who will serve during which preliminary session, no trial period is necessary.
      4. If there is only one student interested in serving as presiding officer, that student may choose to serve for the first preliminary session only or may choose to serve as presiding officer for both preliminary sessions.
   E. Presiding Officer in Advancement Rounds
      1. To be eligible to serve as presiding officer in an advancement round, a student must run for presiding officer during the preliminary session.
      2. Presiding officer candidates will be based on those students who indicated on their registration form that they were interested in serving as presiding officer in advancement rounds.
      3. If there is only one student interested in serving as presiding officer in semifinals or in finals, that student will serve as presiding officer without a trial period or voting.
      F. In the event that there is not a student interested in serving as presiding officer, an adult will be assigned as presiding officer. This adult will be paid the same as a judge for acting in this capacity.
   G. Once voting for the presiding officer has concluded, the Parliamentarian will verify the results with the Congress Tabulation Committee. Once verified, debate will continue.
   H. The presiding officer will be scored for serving for three hours. Presiding officer candidates who are not elected will not earn points for the trial period, nor will the trial period count towards precedence or recency.
SCHEDULING OF CONGRESSIONAL DEBATE:
Speechwire will be used to tabulate and schedule congressional debate. The workers assigned to each event will shadow the scheduling and tabulation on cards to ensure that the following rules are followed:

Scheduling Preliminary Sessions
There will be two preliminary sessions
1. Students are divided into houses as evenly as possible. Each house should be made up of 18-25 competitors.
2. Set up houses to ensure that unless necessary:
   a. Students from the same school do not meet.
   b. Students wishing to run for presiding officer do not meet.

SEMIFINALISTS AND FINALISTS
If there are 100 or fewer students who compete in Congressional Debate, Congressional Debate will break straight to finals. If there 101 or more students who compete in Congressional Debate, a three-hour semifinal round will be held.

The table below will be used to determine the number of students who advance from each house:

<table>
<thead>
<tr>
<th>NUMBER OF PRELIM HOUSES</th>
<th>TOP ____ STUDENTS FROM EACH HOUSE ADVANCE TO SEMIFINALS</th>
<th>TOP ____ STUDENTS ADVANCE TO FINALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NO SEMIS NEEDED</td>
<td>NO FINALS NEEDED</td>
</tr>
<tr>
<td>2</td>
<td>NO SEMIS NEEDED</td>
<td>9 students from each house to finals</td>
</tr>
<tr>
<td>3</td>
<td>NO SEMIS NEEDED</td>
<td>6 students from each house to finals</td>
</tr>
<tr>
<td>4</td>
<td>NO SEMIS NEEDED</td>
<td>5 students from each house to finals</td>
</tr>
<tr>
<td>5</td>
<td>8 from each house to semis (2 houses of 20)</td>
<td>9 students from each semifinal to finals</td>
</tr>
<tr>
<td>6</td>
<td>7 from each house to semis (2 houses of 21)</td>
<td>9 students from each semifinal to finals</td>
</tr>
<tr>
<td>7</td>
<td>6 from each house to semis (2 houses of 21)</td>
<td>9 students from each semifinal to finals</td>
</tr>
<tr>
<td>8</td>
<td>5 from each house to semis (2 houses of 20)</td>
<td>9 students from each semifinal to finals</td>
</tr>
<tr>
<td>9</td>
<td>4 from each house to semi (2 houses of 18)</td>
<td>9 students from each semifinal to finals</td>
</tr>
<tr>
<td>10</td>
<td>4 from each house to semi (2 houses of 20)</td>
<td>9 students from each semifinal to finals</td>
</tr>
</tbody>
</table>

DETERMINING SEMIFINALISTS:
Each individual chamber is tabulated independent of the others. Semifinalists are selected by
1. Lowest cumulative rank of all ballots from preliminary sessions
   A. Each scorer will rank the top 8 students and all other students will receive a rank of 9.
   B. The parliamentarian will rank all students top to bottom. Any student ranked below 8 will receive a rank of 9 when tabulating cumulative ranks.
2. If 2 are tied, judges’ preference should be used to determine which student advances (do not consider ranks below 9)
3. If more than two are tied, or judges’ preference does not determine which student advances,
   A. Use total reciprocal fractions from all preliminary ranks (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25). The student with the highest reciprocal fraction total is placed higher.
4. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to “Breaking a 2-Way Tie.”

5. If students are still tied, use the rank by the parliamentarian (consider all ranks top to bottom). This is the only step where a student ranked below 9th by the parliamentarian should have the actual parliamentarian’s rank used.

INSTRUCTIONS FOR SCHEDULING SEMIFINAL ROUND OF CONGRESS:
1. Students from the same school should not meet, if possible.
2. Sections should be balanced in terms of strength (total ranks).
3. Same students should not meet if possible.
4. A new seating chart should be created.

There will be two scorers and one parliamentarian for each semifinal chamber. Awards for semifinalists and presiding officer in semifinals will be presented in the house at the end of the session.

DETERMINING FINALISTS:
Each individual chamber is tabulated independent of the others. Finalists are determined based on ranks from semifinals only. Finalists are selected by:
1. Lowest cumulative rank of all ballots from semifinal session only
   A. Each scorer will rank the top 8 students and all other students will receive a rank of 9.
   B. The parliamentarian will rank all students top to bottom. Any student ranked below 8 will receive a rank of 9 when tabulating cumulative ranks.
2. If 2 are tied, judges’ preference should be used to determine which student advances (do not consider ranks below 9)
3. If more than two are tied, or judges’ preference does not determine which student advances,
   A. Use total reciprocal fractions from all preliminary ranks (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25). The student with the highest reciprocal fraction total is placed higher.
4. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to “Breaking a 2-Way Tie.”
5. If students are still tied, use the rank by the parliamentarian (consider all ranks top to bottom). This is the only step where a student ranked below 9th by the parliamentarian should have the actual parliamentarian’s rank used.

There will be two scorers and one parliamentarian for finals. All finalists will receive finalist ribbons in the house at the conclusion of the session. The top six students and the presiding officer from finals will be recognized on stage during awards.

DETERMINING PLACING FOR FINALISTS:
Final placement will be based on ranks from finals only. Use the following to determine the top six students:
1. Lowest cumulative rank of all ballots from final session only
   A. Each scorer will rank the top 8 students and all other students will receive a rank of 9.
   B. The parliamentarian will rank all students top to bottom. Any student ranked below 8 will receive a rank of 9 when tabulating cumulative ranks.
2. If 2 are tied, judges’ preference should be used to determine which student advances (do not consider ranks below 9)
3. If more than two are tied, or judges’ preference does not determine which student advances,
   A. Use total reciprocal fractions from all preliminary ranks (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25). The student with the highest reciprocal fraction total is placed higher.
4. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to “Breaking a 2-Way Tie.”
Tie."

5. If students are still tied, use the rank by the parliamentarian (consider all ranks top to bottom). This is the only step where a student ranked below 9th by the parliamentarian should have the actual parliamentarian's rank used.

**TABULATION OF RESULTS:**

Official Tabulators working under the supervision of the Tournament Committee will tabulate tournament results. In events, first tab should verify that cover sheets and ballots match and then record from cover sheets, second tab should verify that cover sheets and ballots match and then record from ballots. In debate, ballots should go to first tab to be recorded, then to second tab to be recorded. Once ballots have been recorded, second tab ensures that ballots are copied. In Congressional Debate, speech scores are not recorded. Scorer and Parliamentarian ranks go to first tab to be recorded, then to second tab to be recorded. Second tab records names from the final registration forms. The first and second tab rooms are closed. Only assigned personnel are allowed in the tab room. The State Festival Tournament Committee Chairperson shall be a member of the Tab Room Staff.

Tabulators are appointed by the State Festival Tournament Committee. If you wish to work at the State Festival Tournament in a certain capacity, let the committee know. The committee strives to select workers so that there is a balance of experience and inexpe

**EXPECTATIONS FOR JUDGES**

Judges will not be allowed to offer oral critiques, but judges will be required to make written comments.

Judges are expected to verify names and codes and should take special care to ensure that the results submitted are accurate.

No students will be critiqued by an individual judge more than once in the same event.

Should a student appear before the same judge, in the same event or if the student recognizes that this is the same judge from a previous round they should speak to the judge prior to the start of the round. It is the JUDGE’S responsibility to contact the judges' table before the round begins.

**JUDGES TABLE GUIDELINES:**

1. Coaches may not "blackball" judges.
2. Only judges certified and hired by CHSAA can be used.
3. Speechwire will be used to schedule judges for all events and debate.

**GRIEVANCE COMMITTEE:**

The Grievance Committee will be convened as necessary to resolve disputes. Bring concerns to the Ballot Check-In Table who will find the Ombudsmen as soon as possible. When protests are received by the Grievance Committee, all work on that event will stop.

The charge of the Festival Grievance Committee shall be to apply & enforce the CHSAA rules.

1. The committee shall be chaired by a member of the Festival Committee. The chair will be a non-voting member of the committee.
2. A CHSAA Liaison shall be an ex-officio member of the Grievance Committee.
3. A CHSAA Liaison will present the grievance committee with a Rules Packet and will review its contents prior to the start of the first round of competition.
4. The Grievance Committee chairperson shall type a copy of the grievance decision and submit the typed copy to the CHSAA representative immediately.
5. A copy of the grievance will be forwarded to the principal of the school filing the protest.

Revised 1/29/20
6. Decisions by the Grievance Committee are final.  
*The Grievance Committee has power to levy disqualifications and/or penalties.*

**Procedure to follow to file a grievance:**
1. Obtain an official form from the ombudsman. File grievance with him/her. If not satisfied with the decision, then go to step 2.
2. Have the ombudsman assist you in taking your grievance to the Festival Tournament Director/ Festival Tournament Committee. If still not satisfied with the decision, go to step 3.
3. File the grievance with the Grievance Committee whose decision is final.

**NOTE:** A Coach or Tournament Official are the only individuals who are able to file a grievance.

The grievance must be based upon a firsthand observation by the *Coach or Tournament Official*, or by the student upon whose behalf the *Coach or Tournament Official* is filing the grievance.

**Due Process:**
- Steps 1, 2, 3 listed above shall provide the steps of due process.
- The Grievance Committee will listen to a representative of each side of the conflict in order to obtain first-hand information. When facts are in dispute, other people may be interviewed.
- Coaches involved must be informed of a pending grievance.
- Any grievance may not be rescinded once it is written and submitted to the ombudsperson.
- Coaches must be present if their students are questioned.
- The Festival Tournament Director is not a voting member of the Grievance Committee.

Revised 2016

*Revised 1/29/20*
## Grievance Procedures

**GRIEVANCES AT STATE SPEECH FESTIVAL**

**ONLY THE FOLLOWING MISTAKES ARE GRIEVABLE AT THE STATE TOURNAMENT**

<table>
<thead>
<tr>
<th>Alleged Mistake</th>
<th>When Must Be Grieved</th>
<th>If Upheld</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judge misapplies or violates a rule, e.g.: speaker order, oral critique,</td>
<td>Prior to next round</td>
<td>If a judge is a coach:</td>
</tr>
<tr>
<td>conferring with other judges, manuscript used, timing rule (too much, too little,</td>
<td></td>
<td>1st time: Tournament Director explains the problem to the judge, corrects</td>
</tr>
<tr>
<td>not timed)</td>
<td></td>
<td>problem if possible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd time: Letter from CHSAA sent to coach’s principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If a hired judge:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tournament Director explains the problem to judge, corrects problem if</td>
</tr>
<tr>
<td></td>
<td></td>
<td>possible</td>
</tr>
<tr>
<td></td>
<td></td>
<td>And/or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Judge is relieved from judging for the rest of the meet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No rounds will be re-run</td>
</tr>
<tr>
<td>Scheduling Error</td>
<td>Prior to beginning round</td>
<td>Schedule changed</td>
</tr>
<tr>
<td></td>
<td>After round</td>
<td>No change</td>
</tr>
<tr>
<td>Tabulation Error</td>
<td>Prior to next break round</td>
<td>Tabulation corrected</td>
</tr>
<tr>
<td>Judge assigned incorrectly</td>
<td>Prior to round</td>
<td>Judge reassigned if reported to judges’ table</td>
</tr>
<tr>
<td></td>
<td>After round</td>
<td>No change</td>
</tr>
<tr>
<td>Student violates published CHSAA rules</td>
<td>Prior to next round</td>
<td>Student is disqualified</td>
</tr>
<tr>
<td>Misbehavior by participants or observers during a round</td>
<td>Prior to next round</td>
<td>Tournament Director may talk with offender(s), and/or ban offender(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>from further observation and/or disqualify offending student(s)</td>
</tr>
<tr>
<td>Judge’s conduct inappropriate, e.g.: sleeping, asks for evidence, fraternizing</td>
<td>Prior to next round</td>
<td>Tournament director speaks with judge, corrects problem if possible</td>
</tr>
<tr>
<td>with competitors, incapacitated during round</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original judge unable to complete round</td>
<td>Prior to next round</td>
<td>Round will be re-run</td>
</tr>
</tbody>
</table>

Revised 1/29/20
GRIEVANCE FORM

Please complete the following and turn it in to the Ombudsman Table.

Name of person submitting the grievance ____________________________

Name of School ____________________________ Principal _________________

Event ____________________________ Round ____________________________

What **specific** infraction of tournament rules or procedures have you observed?

What exactly is the resulting problem?

What action or correction are you asking for from the Grievance Committee?

Signature ____________________________ Time/Date ______________________

Time that the grievance committee reached a decision ________________
CONGRESSIONAL DEBATE EVIDENCE PROTEST FORM
USE THIS FORM FOR EVIDENCE CHALLENGES IN ROUND

EVIDENCE CHALLENGES IN ROUND:
All evidence challenges must occur during the session of Congressional Debate where an alleged violation took place, and should happen before a vote on the pending legislation. If the concern arises during the last cycle of speeches, the parliamentarian may grant a challenge after the vote, prior to the first speech on a new piece of legislation.

Submit the completed form to the Parliamentarian for consideration.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td></td>
</tr>
</tbody>
</table>

Please detail the specific piece of evidence that you are challenging, including any cited source information and where in the speech the evidence was used.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Please explain your reasoning and/or proof for challenging this piece of evidence. Please include whether you are in possession of the source and can produce it upon request.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

I understand that alleging a violation without merit or to be found inaccurate could lead to censure by the Parliamentarian.

<table>
<thead>
<tr>
<th>Student's Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coach/Supervising Adult's Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Formal Complaint Form to Object to Material Being Performed by High School Forensic Competitors

- Who may file this form? Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interpretation round objectionable may file a formal complaint by obtaining, from the tournament director, this official CHSAA form which outlines the procedure.
- The grievance must be based upon a firsthand observation by the person filing the formal complaint.
- The form must be filled out completely and specifically. The complainant must provide a name, a phone number, and an address. No grievances may be filed anonymously.
- Procedure: This grievance may be given to the tournament director or it may be mailed to the Colorado High School Activities Office at 14855 East Second Avenue, Aurora, CO 80011, Attn: Commissioner in Charge of Speech & Debate. If filed with a tournament director, that director must forward the form to CHSAA within two business days. After CHSAA receives this grievance, they will 1) Contact the coach of the student about whom the grievance is filed, 2) Send a copy to the principal of the student about whom the grievance is filed and 3) Send a copy to the principal of the school who filed the complaint.

Philosophy: The Colorado Speech & Debate community believes that complaints involving appropriateness of material being presented by high school students is a local rather than a state issue. Different communities uphold and adhere to different standards. Therefore, by informing the local principal of the complaint, that principal will address the issue based on his/her community’s standards. Furthermore, while we support the right to free speech for students, we also understand that Speech and Debate is an educational activity that is financed in part with public money. Because of this, we also support this grievance process which ensures that competing students are adhering to the standards of their educational communities.

Date: ____________________________________  Tournament: __________________________

Tournament Director whom I informed: ______________________________________________

If the tournament director was not informed, why? ____________________________________

Name and school of the student about whom I am filing this grievance ____________________

Event in which the student was competing ____________________________________________

Name of the piece the student was performing __________________________________________

My SPECIFIC complaint ____________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Printed Name __________________________________ Signature _________________________

Phone Number ___________________________ Mailing Address _________________________

School I represent or am affiliated with _____________________________________________
STATE FESTIVAL GENERAL RULES

1. General Rules:
   A. CHSAA rules apply to the State Festival Tournament, Regional Qualifying and State Tournament (many invitational tournament directors use these rules as a matter of choice).
   B. All coaches, judges, competitors, and students must follow these published CHSAA rules. Violating these rules may result in disqualification.
   C. Competitors must compete under the code listed on the final registration form.
      Explanation: If a competitor is listed as “A” and competes as “B,” he/she will be disqualified.
   D. Students are expected to compete in the correct room.
   E. In order to advance, a competitor must compete in every round.
   F. Students are expected to engage in ethical behavior. All coaches and judges should stress good sportsmanship.
   G. Students are expected to be on time to all rounds. Students who are more than ten (10) minutes late for a round will be disqualified from that round. The tournament director may waive the penalty for just cause.
   H. Observers are allowed, but they may not use any electronic devices including but not limited to computers, tablets, smartphones, cameras, cell phones, video and/or audio recording equipment. Observers may not take notes in debate. Flowing and note taking is permitted only for the debaters and for the judge(s).
   I. Judges should not discuss any student’s performance, debate cases or strategies with coaches, students or other judges during a tournament.
   J. Timing: When the judge follows the timing rules by having only a judge time, by using and showing time signals, and by giving an audible stop after the 30-second grace period, the speaker(s) who has exceeded the allotted time must be ranked fourth in the preliminary and semi rounds and last in finals.
   K. Speakers should speak in the order in which they are scheduled.
   L. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA. No student shall send or receive information during a round, nor shall a host school be required to provide plug ins or internet access. Please see the rules regarding laptop usage for further information and clarification.
   M. In Public Forum Debate, One-on-One Value Debate and Lincoln-Douglas Debate, the winning team must receive more speaker points than the losing team. Speaker ranks and points must correspond. No ties are allowed.
   N. Oral critiques are not allowed.

2. Rules Regarding Laptop Usage
   A. Computers equipped with removable wireless cards must have the cards removed before the beginning of any round of competition. It is the responsibility of the contestant to disengage equipment.
   B. Computers with built-in wireless capability may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
   C. Wired connections (Ethernet or phone) during rounds of competition are NOT permitted.
   D. Computers or other electronic devices may NOT be used to receive information from any source (coaches or assistants included) inside or outside the room in which the competition occurs. Internet access, use of e-mail, instant messaging, or other means of receiving information from sources inside or outside the competition room are prohibited (this does not prohibit non-electronic communication between debate partners during prep time).
   E. Sanction: Contestants found to have violated provisions A - C above shall forfeit the round of competition. Contestants found to have violated provision D above shall be disqualified from the tournament and shall forfeit all rounds.

Revised 1/29/20
F. Availability of Evidence: In all debate events, for reference, any material (evidence, cases, written citations, etc.) that is presented during the round must be made available to the opponent and/or judge during the round if requested. When requested, the original source or copy of the relevant (as outlined in 17.2) pages of evidence read in the round must be available to the opponent in a timely fashion during the round and/or judge at the conclusion of the round.

G. Contestants electing to use computers are responsible for providing their own computers, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing computers, printers, software, paper, or extension cords for contestants.

H. Because public speaking decorum remains an important element of debate, all debaters are expected to stand at the front of the room facing the judge while speaking.

I. Contestants choosing to use laptop computers and related equipment accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges or contest directors should equipment failure occur.

J. By choosing to use laptop computers in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

3. Extemporaneous Speaking Rules:
   A. There shall be one division which combines International and National topics. National topics will cover U. S. domestic and U.S. foreign policy. International topics will cover the domestic affairs of foreign countries and the foreign affairs of all countries, including the United States.
   B. Prior to Round 1 of the tournament, extemers are to report to the preparation room to have files checked. Files may contain published books, magazines, newspapers and journals or articles therefrom provided:
      1. The original article or copy is intact and uncut and there is no written material on that article with the exception of a permissible source citation for the article.
      2. Topical index without annotation may be present.
      3. Highlighting and underlining is permissible providing there is only one color per article.
      4. Printed copies of articles may be used.
      5. All digital files must be downloaded prior to the start of round one. Internet access during prep time is prohibited.
      6. Prewritten speeches, old note cards, handbooks, briefs and outlines shall be barred from the extemp prep room.
   C. Any extemper found with prohibited material after the start of Round 1 will be disqualified.
   D. 30 minutes prior to speaking the extemper will draw three topics in the preparation room. He/she immediately chooses one, puts the other two back, and the draw supervisor records the number of the chosen topic.
   E. The speaker shall present his/her topic slip to the judge. Failure to speak on the topic chosen will result in the speaker’s disqualification.
   F. Extempers may not confer with others during their preparation. A competitor who confers with others prior to delivering the speech may be disqualified.
   G. Speakers are not to leave the prep area until 5 minutes prior to speaking or until released by an official.
   H. One note card is allowed (it may be 3 x 5, 4 x 6, or 5 x 7).
   I. There is no minimum time but the speaker may not exceed 7 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last, provided all timing rules in 1J were followed.
   J. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA. No student shall send or receive information during a round, nor shall a host school be required to provide plug ins or internet access. Please see the rules regarding laptop
4. Impromptu Speaking Rules: (updated 2010)
   A. Schedules of drawing and speaking time, preparation room assignments and speaking room assignments are furnished the students. Speakers are required to follow the assigned schedule and speaking order.
   B. At the time designated on the schedule, the speaker is to be at the assigned speaking room. Before speaking, the list of impromptu topics selected are to be given to the judge.
   C. Exactly 5 minutes before each student is scheduled to speak in a round, the speaker will receive a list of three topics in the preparation room. These topics will consist of (1) a sentence, (2) a phrase, (3) a word, on each card. One of the three topics shall be a current event. The student is to choose one of the three topics on which to speak and is to prepare on that topic.
   D. No reference to material or notes will be allowed during the preparation time. However, speakers may use one 3 x 5 card for notes to be used while speaking.
   E. Time limits are not less than three and not more than five minutes. Use a stop watch to indicate the total time in the appropriate space on each ballot. If speaker does not speak for the minimum three (3) minutes, the speaker must be ranked last in the round. There is a 30-second grace period.
   F. After a 30-second grace period and an audible STOP, the judge will rank the speaker last, provided all timing rules in 1J were followed.
   G. Judges will rank speakers and give constructive written criticisms.
   H. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After tabulation, each ballot is given to the participant via his or her coach.

5. Original Oratory Rules:
   A. The competitor presents a memorized oration composed by him/herself and not used during a previous year’s State Festival Tournament. A student may not use the same speech or topic in Informative Speaking and Original Oratory.
   B. An oratory is an original speech designed to persuade. The general purpose of the speech is to persuade/convince the audience. Any other purpose such as to inform or to entertain shall be secondary.
   C. An orator holding a manuscript or notes will be ranked last.
   D. The orator must be truthful. Any non-factual reference, especially a personal one, must be so identified.
   E. There is no minimum time but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last, provided all timing rules in 1J were followed.
   F. For the State Festival Tournament the orator’s script must be sent to CHSAA with the team’s registration. It must have an Oratory/Informative Speaking cover sheet attached to the front and completely filled out. The oratory that is submitted with the registration is the one with which the competitor must compete.
   G. The oratory may not contain more than 150 words of quoted material. Extensive paraphrasing from other sources is prohibited.
   H. If an orator submits an oratory with more than 150 quoted words, the meet director will give the orator a chance to correct the error. Those who fail to do so by the deadline given by the tournament director will not be allowed to compete.
   I. No props or visual aids may be used in Original Oratory.
   J. Orators caught plagiarizing or extensively paraphrasing will be disqualified.

6. Informative Speaking Rules:
   A. The competitor presents a memorized informative speech composed by him/herself and not used during a previous year’s State Festival Tournament. A student may not use the same speech or topic in Informative Speaking and Original Oratory.
B. An informative speech is an original speech designed to explain, define, describe, or illustrate a particular subject. The general purpose of the speech is for the audience to gain understanding and/or knowledge of a topic. Any other purpose such as to entertain or to convince shall be secondary.

C. The use of audio/visual aids is optional. Audio/visual aids may or may not be used to supplement and reinforce the message. During the presentation, no electronic equipment is permitted. Electronic equipment is anything that plugs in or runs on battery or solar power. The use of live animals or any additional people as visual aids is not allowed during the speech. Items of dress put on and removed during the course of the presentation are considered costumes and may not be part of the contestant’s presentation. Visual aids may not violate law (weapons, drugs, etc.) The host school is not responsible for providing any facilities, equipment, or assistance in a contestant’s use of visual aids. Expedient set up and take down of aids is expected. If a visual aid displays published pictorial material, the source must be included in the work-cited page but does not need to be cited orally.

D. A speaker holding a manuscript or notes will be ranked last.

E. Effective speeches provide new information or perspectives on a topic, including those that are widely known. The responsibility for choosing a worthwhile topic rests with the contestant.

F. The speaker must be truthful. A fabricated topic may not be used. Any non-factual reference, including a personal reference, must be so identified.

G. There is no minimum time but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last, provided all timing rules in 1J were followed.

H. For the State Festival Tournament the speaker’s script must be sent to CHSAA with the team’s registration. It must have an Oratory/Informative Speaking cover sheet attached to the front and completely filled out. The script must identify the quoted materials, state the number of quoted words, include a works-cited page in APA or MLA format, and both the speaker and the coach must attest by signature that the speech is the original work of the contestant. The informative speech that is submitted with the registration is the one with which the competitor must compete.

I. The informative speech may not contain more than 150 words of quoted material. Extensive paraphrasing from other sources is prohibited.

J. If a speaker submits an informative speech with more than 150 quoted words, the meet director will give the orator a chance to correct the error. Those who fail to do so by the deadline given by the tournament director will not be allowed to compete.

K. Speakers caught plagiarizing or extensively paraphrasing will be disqualified.

7. Dramatic Interpretation Rules:
   A. The oral interper recreates and shares a selection of material from printed, published source(s) that has (have) literary merit.
   B. Interpretation events (DI, HI, Duo, Poetry and POI) will allow use of literature from digital publications that originate from the online publishing sources approved by the National Speech & Debate Association. A complete listing of approved digital and online sources may be found at www.speechanddebate.org after June 1st.
   C. Material printed on the jacket of a recording is considered to be printed, published material.
   D. There is no minimum time but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last, provided all timing rules in 1J were followed.
   E. The interper must be careful to avoid violating the author’s intent.
   F. Deletions of words from the original may be made, but words may be added only for transitional purposes.
   G. The interper must provide an introduction that adequately identifies the title and author of the source(s).
   H. If the interper uses a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
   I. When an interper is using multiple vignettes, multiple introductions may be used.
J. During the introduction and throughout the performance, the interper may use vocal, facial, and bodily expression as long as he/she does not detract from the meaning of the material.

K. Singing is allowed.

L. At State the interper must bring the original source. If there is a protest and the competitor cannot produce the original source, he/she will be disqualified.

M. A student may not use a cutting from a work of literature the student used in Regional or State Tournament competition in any previous contest year. A student entered in two events may not use the same selection of literature in both events.

N. No props or costumes are allowed (A prop is any item that is handled or carried by the competitor. For example: touching and using a real watch during the presentation would be considered using the watch as a prop; however, a competitor who touches his/her hair is not using a prop.

O. The cutting listed on the final registration form for the tournament must be the one the competitor uses in that competition.

P. Scripts are optional.

Q. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.

R. There is a procedure for protesting material that someone deems questionable. See the form within this bulletin. This form is available at all tournaments.

8. Humorous Interpretation Rules:
   A. The rules for humor are the same as those listed above (A – R) for Drama.

9. Poetry Interpretation Rules:
   A. The rules for poetry are the same as those listed above (A – R) for Drama.

10. Duo Interpretation Rules:
    A. The rules for duo are the same as those listed above (A – R) for Drama.
    B. Each speaker must portray one or more characters during the presentation.
    C. Narration may be presented by one or both speakers.
    D. The speakers may not look at one another or make contact with each other in any way, except during the introduction.
    E. Either may pivot from side-to-side or turn around, change places, stand with one behind the other, or otherwise move and suggest changes in relationships.
    F. Material may be humorous, serious, or both.

11. Program Oral Interpretation Rules:
    A. POI is a program of oral interpretation of thematically-linked selections chosen from two or three genres: prose, poetry, drama (plays). At least two pieces of literature that represent at least two separate genres must be used. All selections must be verbally identified by title and author. Competitors are encouraged to devote approximately equal times to each of the genres used in the program. This distinction pertains to these two or three genres as a whole, not types of literature within a genre (such as fiction/nonfiction). The multiple pieces of Literature can be intertwined or give in succession.
    B. The use of a manuscript during the performance is required. Common practices include the use of a binder or folder. Reading from a book or magazine is not permitted. The intact manuscript may be used by the contestant as a prop, so long as it remains in the contestant's control at all times. No costumes or props other than the manuscript are permitted. The contestant must address the script; however, introduction and transitional material may be memorized.
    C. The oral interper recreates and shares a selection of material from printed, published source(s) that has (have) literary merit.
    D. Interpretation events (Drama, Humor, Duo, Poetry, and POI) will allow use of literature from digital publications that originate from the online publishing sources approved by the
National Speech & Debate Association. A complete listing of approved digital and online sources may be found at www.speechanddebate.org after June 1st.

E. Material printed on the jacket of a recording is considered to be printed, published material.
F. There is no minimum time but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last, provided all timing rules in 1J were followed.
G. The interper must be careful to avoid violating the author’s intent.
H. Deletions of words from the original may be made, but words may be added only for transitional purposes.
I. The interper must provide an introduction that adequately identifies the title and author of the source(s).
J. If the interper uses a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
K. During the introduction and throughout the performance, the interper may use vocal, facial, and bodily expression as long as he/she does not detract from the meaning of the material.
L. Singing is allowed.
M. At State the interper must bring the original sources. If there is a protest and the competitor cannot produce the original sources, he/she will be disqualified.
N. A student may not use a cutting from a work of literature the student used in Regional or State Tournament competition in any previous contest year. A student entered in two events may not use the same selection of literature in both events.
O. The cutting listed on the final registration form for the tournament must be the one the competitor uses in that competition.
P. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.
Q. There is a procedure for protesting material that someone deems questionable. See the form within this bulletin. This form is available at all tournaments.

12. Creative Storytelling Rules:
A. The best creative storytelling will utilize narration and characterization.
B. No stage accessories may be used in Creative Storytelling except one chair.
C. Acting is permissible as characterization is essential in some types of stories.
D. Fifteen minutes prior to speaking, the competitor shall draw three story outlines. The competitor shall immediately choose one of the three outlines drawn and return the two unused outlines.
E. The competitor cannot leave the preparation room until time to speak, nor can the competitor receive help from a coach or any other student. No reference material or notes will be allowed during the preparation time. A scratch pad may be used to put down notes and ideas for the presentation, but may not be used during the presentation.
F. The competitor shall present his/her topic slip to the judge. Failure to speak on the topic chosen will result in the competitor being ranked last in the round.
G. Time limits of the presentation will be not less than three minutes and not more than five minutes. There will be a 30-second grace period. Competitors who go outside the 30-second grace-period will be ranked last in the round, provided all timing rules listed in 1J were followed.

13. One-on-One Value Debate Rules:
A. Thirty minutes before each round the debater will be given the value topic. The debater will then prepare, using his/her own knowledge, a case for each side (affirmative & negative). The topic will be different for each round.
B. In the draw room, a competitor may bring only a writing utensil/pen or pencil; he/she will be given paper upon entering the room. Talking or the use of outside materials in the
draw is prohibited.

C. In the competition room, immediately before each debate, the judge will toss a coin and the winner selects the side to defend.

D. The debate should be judged on argumentation skills, including sound construction of arguments, the ability to defend and defeat arguments, and logic as well as all other aspects of debating skills.

E. Library resources will not be available; materials such as magazines, dictionaries, etc. are not to accompany the debater.

F. The statement of the topic is a resolution of value rather than of policy.

G. Electronic recall equipment is prohibited.

H. The format for the debate is as follows:
   - Affirmative 6-minute constructive
   - Negative 3-minute cross-examination
   - Negative 7-minute constructive
   - Affirmative 3-minute cross-examination
   - Affirmative 4-minute rebuttal
   - Negative 6-minute rebuttal
   - Affirmative 3-minute rebuttal

   (Each debater will be allowed a total of 3 minutes preparation time during the course of the debate.)

I. The affirmative debater must identify and support the values suggested by the resolution of value. He/she must also fulfill the burden of clash by opposing the values supported by the negative.

J. In One-on-One Value Debate there is no presumption and no burden of proof (as these terms are used in policy debate theory).

K. The negative debater must identify and support values and/or a hierarchy of values which are different from those suggested by the resolution of value. The negative must also fulfill the burden of clash by opposing the affirmative stance.

L. Flow sheets or note taking are permitted by the debaters and judges only.

14. Lincoln-Douglas Debate Rules:

A. CHSAA uses the National Speech & Debate Association’s September/October topic for 1st semester and the National Speech & Debate Association’s January/February topic for 2nd semester. The National Speech & Debate Association’s January/February topic will be used for the State Festival Tournament. All topics are posted at www.chsaaanow.com (click on sports/activities, activities, speech, and then topics). Invitational tournaments are free to choose their own topics, so always read the invitations carefully to be certain competitors arrive at the meet having prepared for the proper topic.

B. The topic is a resolution of value debated by one competitor against one opponent.

C. The format for the debate is as follows:
   - Affirmative 6-minute constructive
   - Negative 3-minute cross-examination
   - Negative 7-minute constructive
   - Affirmative 3-minute cross-examination
   - Affirmative 4-minute rebuttal
   - Negative 6-minute rebuttal
   - Affirmative 3-minute rebuttal

   (Each debater is allowed a total of 4 minutes preparation time during the course of the debate).

D. The affirmative debater must identify and support the value(s) suggested by the resolution of value.

E. The affirmative debater must fulfill the burden of clash by opposing the value(s) supported by the negative.

F. The negative debater must identify and support the value(s) suggested by the resolution of value.

G. The negative debater must also fulfill the burden of clash by opposing the affirmative stance.

H. No plan is proposed.
I. LD debaters MAY choose to use some of the following terms when presenting their arguments:

- **Core Value**: Center of the argument; a value held by society which helps determine the actions it will take
- **Criterion**: A standard of measuring how the resolution meets the value; often posed by philosophers
- **Contention**: Reasons for the argument; major points of the debater’s case
- **Sub point**: Support for the contentions

J. LD debate is more philosophical than policy debate and has less emphasis on evidence than policy debate.

K. The negative position can be anything that is not the affirmative. The negative is not required to support the opposite of the resolution.

L. In all rounds of Lincoln-Douglas Debate, debaters must, at a minimum orally deliver the author(s)’ name (last) and year of publication. Please see the debate evidence rules for further information and clarification.

M. Visual aids are allowed.

N. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA. No student shall send or receive information during a round, nor shall a host school be required to provide plug ins or internet access. Please see the rules regarding laptop usage for further information and clarification.

O. New evidence may be introduced in rebuttals. New arguments may not be introduced in rebuttals. An affirmative response in the first rebuttal of a negative argument presented in the last negative constructive is not considered a “new argument” and is, therefore, permissible.

15. Public Forum Debate Rules:

A. Public Forum debates a new topic each month. Those topics are the same as the National Speech & Debate Association topics. January National Speech & Debate Association topic is used at the State Festival Tournament. It is very important to note that invitational tournaments are free to choose their own topics, so always read the invitations carefully to be certain competitors arrive at the meet having prepared for the proper topic.

B. The resolution will provide each team of two the opportunity to argue contemporary issues in a form that is accessible to a general audience.

C. Each team will try to convince a neutral judge that they have better reasons for their positions.

D. Some evidence should be used to support their points during the debate.

E. Debaters may choose to focus on practical issues, philosophical issues or a combination.

F. In all rounds of Public Forum Debate, debaters must, at a minimum orally deliver the author(s)’ name (last) and year of publication. Please see the debate evidence rules for further information and clarification.

G. Both teams are responsible for directly responding to arguments made by their opponents.

H. Prior to the round in the presence of the judge(s), a coin is tossed by one team and called by the other team. The team winning the flip may choose one of two options EITHER:
   1. The SIDE of the topic to defend (pro or con) OR
   2. The SPEAKING POSITION they wish to have (begin or end the debate).
   3. Once the coin toss winners select their favored option, the other team makes a choice within the remaining option and the debate begins.

I. The format for the debate is as follows:

   Constructive speeches:
   - Team A Speaker 1- 4 minutes
   - Team B Speaker 1- 4 minutes
   - Crossfire A1 & B1- 3 minutes
   - Team A Speaker 2- 4 minutes

Revised 1/29/20
Team B Speaker 2 - 4 minutes
Crossfire A2 & B2 - 3 minutes
Summary speeches: Includes arguments the debaters feel their team is winning and refuting arguments he/she feels they are losing.
  Team A Speaker 1 - 3 min.
  Team B Speaker 1 - 3 min.
  Grand Crossfire (all speakers) - 3 min
Final focus speeches: A persuasive final restatement of why a team won the debate
  Team A Speaker 2 - 2 min.
  Team B Speaker 2 - 2 min.
Prep Time: 3 min. per team

In “crossfire” both debaters “hold the floor.” The first question must be asked by the speaker who spoke first. After the first question either debater may question and/or answer at will. In grand crossfire the first question must be asked by the speaker who gave the first summary speech.

J. Visual aids are allowed.

K. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA. No student shall send or receive information during a round, nor shall a host school be required to provide plugins or internet access. Please see the rules regarding laptop usage for further information and clarification.

16. Congressional Debate Rules

A. In Congressional Debate, students will debate legislation from a docket. Dockets can be found on the CHSAA website no later than two weeks prior to the State Festival Tournament. There will be a different docket for each session. Students wishing to submit legislation for consideration should meet all established deadlines and follow the Congressional Debate Legislation guidelines (see appendix for templates and guidelines).

1. The docket order will be set prior to the tournament and may not be reordered by the chamber.

2. Only legislation from the docket may be debated during a given session. New legislation may not be introduced during the session and legislation from other sessions may not be brought in for debate.

3. Participating schools are encouraged to submit at least one bill or resolution no later than 4 weeks prior to the scheduled Congress. All legislation presented shall meet formatting criteria (see Appendix), and must be the original work of students from the submitting school. Non-original work shall not be considered for the agenda. It shall be the affirmative duty of each school submitting legislation to ensure their materials are original and have not been debated at a previous congress (invitational/NSDA). All legislation submitted shall be accompanied by the legislation cover sheet signed by the student and coach.

4. All dockets will be set by the members of the Congressional Debate committee. This committee shall serve as the tabulation committee for Congressional Debate at the State Festival Tournament.

5. Dockets for each preliminary session will be comprised of legislation submitted by schools for consideration by the established deadline. Selected legislation will provide an opportunity for a student from the submitting school to give an authorship speech.

6. Dockets for advancement rounds will be comprised of legislation determined by the Congressional Debate committee. If legislation submitted by schools is selected, no school name will be included; hence there will be no authorship speeches during advancement rounds.
B. A session is defined as including:
   1. Minimum of three hours and maximum of three and a half hours.
   2. 18 – 25 students per house.
   3. Election of a presiding officer. The presiding officer must be elected with a majority of the vote. If one candidate does not receive a majority of votes, eliminate the candidate with the fewest votes and vote again. If candidates are tied for the fewest number of votes, vote to determine which of the tied candidates should remain in contention.
   Repeat this process until one candidate receives a majority of votes. In preliminary sessions, the presiding officers for both preliminary sessions will be voted on following the presiding officer trial period during the first preliminary session. Each presiding officer must receive the majority of the votes.
   4. New seating chart (necessary accommodations for students with special needs may be made).
   5. Resetting of precedence/recency. See ‘Recognizing Speakers’ below.
   6. New legislation that has not been debated in a previous session at that tournament.
C. Recognizing speakers
   1. When more than one speaker seeks the floor, the presiding officer must follow the precedence/recency method:
      a. First recognize students who have not spoken during the session.
      b. Next recognize students who have spoken fewer times.
      c. Then recognize students who spoke earlier (least recently).
   2. Before precedence is established, the presiding officer should recognize students fairly and consistently. They may not link recognition of speakers to previous recognition of students asking questions, moving motions, or longest standing (standing time).
   3. During any session, precedence/recency should not reset, to ensure that all students in a chamber have an equal opportunity to speak and receive evaluation from scorers.
   When a new session begins, precedence/recency will be reset along with a new seating chart, and election of a new presiding officer.
   4. Before precedence is established, the presiding officer should explain their recognition process and it must be fair, consistent, and justifiable.
   5. Scorers will include answers to questions when evaluating speeches.
   6. A speaker may yield time on the floor during debate (for questions or clarifications) but that speaker will remain in control of their three minutes (see below regarding questioning).
D. Speeches introducing legislation are allotted up to three minutes, followed by two minutes of questioning by other delegates. A student from the school who wrote the legislation gets the privilege of recognition (called authorship), regardless of precedence; otherwise the presiding officer may recognize a “sponsor” from the chamber, provided this recognition follows the precedence guidelines above. Regardless, this speech of introduction must be followed by two minutes of questions. Should no student seek recognition for the authorship/sponsorship, the chamber will move to lay the legislation on the table until such time that a student is prepared to introduce it.
E. The first negative speech must be followed by two minutes of questions.
F. Following the first two speeches on legislation, the presiding officer will alternately recognize affirmative and negative speakers, who will address the chamber for up to three minutes, followed by one minute of questioning by other delegates. If no one wishes to oppose the preceding speaker, the presiding officer may recognize a speaker upholding the same side. When no one seeks the floor for debate, the presiding officer may ask the chamber if they are “ready for the question,” at which point, if there is no objection, voting may commence on the legislation itself. There is no “minimum cycle” rule; however, if debate gets “one-sided,” the chamber may decide to move the previous question.
   1. In the event a student speaks on the opposite side of the one called for by the presiding officer and the error is not caught, the speaker shall be scored and the speech shall count in precedence, but the speaker must be penalized at least three points for not paying close attention to the flow of the debate.

Revised 1/29/20
2. In the event a student speaks on an item of legislation not currently being debated, said speech shall count in precedence, but zero points shall be awarded.

G. The presiding officer fairly and equitably recognizes members to ask questions following each speech. The presiding officer starts timing questioning periods when they have recognized the first questioner, and keeps the clock running continuously until the time has lapsed. Speakers are encouraged to ask brief questions, and may only ask one question at a time. Two-part/multiple-part questions and direct questioning are not allowed. There is no formal “permission to preface;” however, presiding officers should discourage students from making statements as part of question, since that is an abusive use of the limited time available.

H. The presiding officer will pause briefly between speeches to recognize any motions from the floor; however, they should not call for motions (at the beginning of a session, the presiding officer should remind members to seek their attention between speeches).

I. Amendments must be presented to the presiding officer in writing with specific references to lines and clauses that change. This must be done in advance of moving to amend.
   1. The parliamentarian will recommend whether the amendment is “germane” – that is, it upholds the original intent of the legislation – otherwise, it is considered “dilatory,” the title of the legislation may be changed.
   2. A legislator may move to amend between floor speeches. Once that motion is made, the presiding officer will read the proposed amendment aloud and call for a second by one-third of those members present, unless they rule it dilatory.
   3. Should students wish to speak on the proposed amendment, the presiding officer will recognize them as per the standing precedence and recency, and the speech will be counted toward their totals, accordingly.
   4. Simply proposing an amendment does not guarantee an “author/sponsor” speech, and any speeches on amendments are followed by the normal one minute of questioning.
   5. Amendments are considered neutral and do not constitute an affirmative or negative speech on the original legislation.
   6. If there are no speakers or the previous question is moved, the chamber may vote on a proposed amendment without debating it.

J. All major voting (such as main motion/legislation) which a congressperson’s constituents should have a record of, shall be done with a counted vote. Secret balloting is used when voting for presiding officer.

K. Students should ask permission to leave and enter the chamber when it is in session (move for personal privilege); however, do not interrupt a speaker who is addressing the chamber.

L. Use of evidence (also see the section on Debate Evidence Rules)
   1. Visual aids are permitted in Congressional Debate, provided they do not require electronic retrieval devices in the chamber.
   2. All evidence used is subject to verification. Honesty and integrity are of utmost importance in legislative debate. Falsification or deliberate misuse of evidence may result in the legislator being censured/disqualified by tournament officials.

M. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA. No student shall send or receive information during a round, nor shall a host school be required to provide plug ins or internet access. Please see the rules regarding laptop usage for further information and clarification.

N. Since the rules above ensure fairness for competition, they may not be suspended; the presiding officer should rule motions out of order; except to extend questioning and allow for open chambers.

17. Debate Evidence Rules – adapted for CHSAA from NSDA Debate Evidence rules
17.1 Responsibilities of Contestants Reading Evidence
A. **Evidence defined.** Debaters are responsible for the validity of all evidence they introduce in the debate. Evidence includes, but is not limited to: facts, statistics, or examples attributable to a specific, identifiable, authoritative source used to support a claim. Unattributed ideas are the opinion of the student competitor and are not evidence.

B. **Oral source citation.** In all debate events, contestants are expected to, at a minimum, orally deliver the following when introducing evidence in a debate round: primary author(s)' name (last) and year of publication. Any other information such as source, author's qualifications, etc. may be given, but is not required. Should two or more quotations be used from the same source, the author and year must be given orally only for the first piece of evidence from that source. Subsequently, only the author’s name is required. Oral citations do not substitute for the written source citation. The full written citation must be provided if requested by an opponent or judge.

C. **Written source citation.** To the extent provided by the original source, a written source citation must include:
   1. Full name of primary author and/or editor
   2. Publication date
   3. Source
   4. Title of article
   5. Date accessed for digital evidence
   6. Full URL, if applicable
   7. Author qualifications
   8. Page number(s)

D. **Paraphrasing, authoritative source versus general understanding.** If paraphrasing is used in a debate, the debater will be held to the same standard of citation and accuracy as if the entire text of the evidence were read. Paraphrasing may be used to shorten or clarify one specific portion of an original source. It should not be confused with general summary of an entire book, chapter, study, etc., which may only be used for information that is widely considered to be common knowledge. Paraphrasing focuses on a single idea, while summary focuses on a general concept. For example, if a debater references a specific theory by a specific author, the debater must also be able to provide an original source as well as the specific text from the original source which is being paraphrased. If a debater were to reference social contract theory in general, that would not be an authoritative source that would require citation. However, if the debater references “John Locke’s Social Contract,” evidence would need to be available.

E. **Ellipses prohibited.** In all debate events, the use of internal ellipsis (...) is prohibited unless it is a replication of the original document. Debaters may omit the reading of certain words; however, the text that is verbally omitted must be present in the text of what was read for opposing debaters and/or judges to examine. The portions of the evidence read including where the debater begins and ends must be clearly marked as outlined in 17.1(G)(2).

F. **Availability of evidence.**
   1. In all debate events, for reference, any material (evidence, cases, written citations, etc.) that is presented during the round must be made available to the opponent and/or judge/parliamentarian during the round if requested. When requested, the original source or copy of the relevant (as outlined in 17.2) pages of evidence read in the round must be available to the opponent in a timely fashion during the round and/or judge at the conclusion of the round. In Congressional Debate, when challenged, the original source or copy of the relevant (as outlined in 17.1(G)(2)) pages of evidence read in round must be available to the student making the challenge within two speeches.
   2. **Original source(s) defined.** Understanding that teams/individuals obtain their evidence in multiple ways, the original source for evidence may include, but is not limited solely to, one of the following:
      a. Accessing the live or displaying a copy of a web page (teams/individuals may access the Internet to provide this information if requested).
b. A copy of the pages preceding, including, and following or the actual printed (book, periodical, pamphlet, etc.) source.
c. Copies or electronic versions of published handbooks (i.e., Baylor Briefs; Planet Debate, etc.).
d. Electronic or printed versions or the webpage for a debate institute or the NDCA sponsored Open Evidence Project or similar sites.

3. Regardless of the form of material used to satisfy the original source requirement, debaters are responsible for the content and accuracy of all evidence they present and/or read.

G. **Distinguishing between which parts of each piece of evidence are and are not read in a particular round.** In all debate events, debaters must mark their evidence in two ways:
   1. Oral delivery of each piece of evidence must be identified by a clear oral pause or by saying phrases such as “quote/unquote” or “mark the card.” The use of a phrase is definitive and may be preferable to debaters. Clear, oral pauses are left solely to the discretion of the judge.
   2. The written text must be marked to clearly indicate the portions read in the debate. In the written text the standard practices of underlining what is read, or highlighting what is read, and/or minimizing what is unread, is definitive and may be preferable to debaters. The clarity of other means of marking evidence is left to the discretion of the judge.

H. **Private communication prohibited.** Private, personal correspondence or communication between an author and the debate r is inadmissible as evidence.

17.2. Definitions of Evidence Violations

A. “Distortion” exists when the textual evidence itself contains added and/or deleted word(s), which significantly alters the conclusion of the author (e.g., deleting 'not'; adding the word ‘not’). Additionally, failure to bracket added words would be considered distortion of evidence.

B. “Non-existent evidence” means one or more of the following:
   1. The debater citing the evidence is unable to provide the original source or copy of the relevant pages when requested by their opponent, judge, parliamentarian or tournament official.
   2. The original source provided does not contain the evidence cited.
   3. The evidence is paraphrased but lacks an original source to verify the accuracy of the paraphrasing.
   4. The debater is in possession of the original source, but declines to provide it to their opponent upon request in a timely fashion (as outlined in 17.4.C).

C. “Clipping” occurs when the debater claims to have read the complete text of highlighted and/or underlined evidence when, in fact, the contestant skips or omits portions of evidence.

D. “Straw argument.” A “straw argument” is a position or argumentative claim introduced by an author for the purpose of refuting, discrediting or characterizing it. Reliance on a straw argument occurs in a debate round when a debater asserts incorrectly that the author supports or endorses the straw argument as his or her own position. Note: A debater who acknowledges using a “straw argument” when verbally first read in the round, would not be misrepresenting evidence. However, if the debater fails to acknowledge the use of a “straw argument” and his/her opponent questions the use of such an argument, then that debater has committed an evidence violation.

17.3. Procedures for Resolving Evidence Violations in Lincoln-Douglas Debate, One-on-One Value Debate and Public Forum Debate

A. Judges are responsible for resolving disputes between debaters regarding oral citations (17.1(B)); written source citations (17.1(C)); distinguishing between what parts of each piece of evidence are and are not read in a particular round (17.1(G)). When the judge(s) have such a dispute in the round, they must make a written note on the ballot or inform the tabulation committee of the dispute. They must do so particularly if it impacts the decision in the debate. These decisions may not be appealed.
B. An appeal can only be made if the issue has been raised in the round with the exception of the issues listed in 17.3(C). Grievances may only be filed if judge(s) have misapplied, misinterpreted, or ignored a rule.

C. A formal allegation of violation of the evidence rules is permitted during the round only if the debater(s) allege a violation of 17.2(A) (distortion); 17.2(B) (nonexistent evidence); 17.2(C) (clipping). If a formal allegation of violation of these rules is made during a round, the following procedures must be followed: (see section 17.3(D) for procedures for making a formal allegation after the conclusion of the round):

1. The team/individual alleging a violation must make a definitive indication that they are formally alleging a violation of an evidence rule.
2. The team/individual alleging the violation of the evidence must articulate the specific violation as defined in 17.2(A) ; 17.2(B) and/or 17.2(C).
3. The judge should stop the round at that time to examine the evidence from both teams/individuals and render a decision about the credibility of the evidence.
   a. If the judge determines that the allegation is legitimate and an evidence violation has occurred, the team/individual committing the violation will be given the loss in the round. Other sanctions may apply as well as articulated in 17.3(E).
   b. If the judge determines that the allegation is not legitimate and that there is no violation, the team/individual making the challenge will receive the loss in the round. Note: Teams/individuals may question the credibility and/or efficacy of the evidence without a formal allegation that requires the round to end.
      Teams/debaters may make in-round arguments regarding the credibility of evidence without making a formal allegation of violation of these rules. Such informal arguments about the evidence will not automatically end the round, and will be treated by the judge in the same fashion as any other argument.

D. The grievance committee is authorized to hear:

1. Grievances, pursuant to 17.3(B), claiming that a judge ignored, misinterpreted or misapplied rules other than those from which no appeal is permitted pursuant to 17.3(A).
2. Grievances of a judge’s decision, pursuant to 17.3(C), on a formal in-round allegation of distortion or nonexistent evidence (note: judge decisions regarding clipping may not be appealed)
3. A formal allegation of distortion or nonexistent evidence that is made for the first time after conclusion of the debate.

E. The procedures for making a grievance or postround formal allegation are as follows:

1. A coach or school-affiliated adult representative from the school(s) competing in the debate or a judge for the round must notify the ombudsperson of intent to submit a grievance within 20-minutes of the end of the debate round. The 20-minute time period begins once the last ballot from all sections (if flighted, both flights) has been collected by the judge’s table.
2. The coach must submit the post-round grievance to the ombudsperson within 10 minutes of the formal notification of the intent to grieve. The allegation must be in writing and articulate the specific evidence violation that is being challenged. The challenged contestant and coach will then be notified.
3. If the grievance committee determines that the original protest has merit, the coach or school affiliated adult and contestant(s) being challenged will be given 20 minutes to provide evidence denying, or to the contrary of the claim. If such evidence cannot be offered, the challenged debater(s) will be given the loss in the round and may be subject to additional penalties. If the grievance committee determines that the allegation is not legitimate and that there is no violation, the team/individual making the challenge will receive the loss in the round.
4. The grievance committee has the discretion of extending the time limits for these actions if circumstances do not allow a coach or school-affiliated adult to be available within the prescribed time limits.

Revised 1/29/20
F. If challenges or grievances are made in rounds in which multiple judges are being used normal procedures should be followed to ensure each judge reaches his/her decision as independently as possible. Judges will be instructed not to confer or discuss the charge and/or answer to the potential violation. It will be possible for one judge to determine that an evidence violation has occurred and the other judge(s) to determine no violation has occurred. The tabulation committee will record the panel’s decision in the same fashion as a normal win or loss; the outcome is thus tabulated in the same fashion as a round in which an evidence violation has not occurred. If the majority of the panel finds an evidence violation did not occur, no sanction may be applied to the team/individual charged with the violation. If the majority finds a violation has occurred, the appropriate penalties will be administered.

17.4. Penalties for Evidence Violations in Lincoln-Douglas Debate, One-on-One Value Debate and Public Forum Debate
A. If the judge determines that an entry has violated one of the rules listed in 17.3(A) and 17.1(H) (oral citation, written citation, indication of parts of card read or not read, use of private communication), the judge may at his or her discretion disregard the evidence, diminish the credibility given to the evidence, take the violation into account (solely or partially) in deciding the winner of the debate, or take no action.
B. If a debater(s) commits an evidence violation for “clipping” (17.2(C)), the use of a “straw argument” (17.2(D)) or the use of “ellipses” (17.1(E)), it will result in a loss for the debater(s) committing the evidence violation. The judge should award zero speaker points (if applicable), and indicate the reason for decision on the ballot.
C. If debater(s) commits an evidence violation of “distortion” (17.2(A)) or has used “nonexistent evidence” (as defined by 17.2(B)) the offending debater(s) will lose the debate and be disqualified from the tournament. However, if a debater(s) loses a round due to “non-existent evidence” (17.2(B)) violation during an in-round formal allegation, but can produce it after the round within 20 minutes to the grievance committee, the committee may decide not to disqualify the entry. The loss that was recorded by the judge may not be changed. If a post-round protest is levied against a debater for not providing evidence or an original source in round (non-existent evidence), and the judge confirms they in fact did not provide the evidence in a timely fashion when requested in round, the debater(s) will lose the round and be disqualified from the tournament. However, if a debater(s) produces the evidence within the post-round challenge period, that debater(s) may avoid disqualification.
D. Evidence infractions violate the Code of Honor. Depending on the severity, an offense may result in notification of said offense to the contestant’s high school administration. These decisions would be left to CHSAA and not the tournament director or grievance committee.

17.5 Procedures for Raising Evidence Questions During a Congressional Debate Session
The procedures for making an in-round evidence question are as follows:
A. Congressional Debate entries must rise to a point of information after a speech to formally request a copy of the evidence cited, the citation, or the original source of evidence. When requested during the point of information, the presiding officer will instruct the debater being challenged to produce the copy of the evidence, citation, or original source. The debater begin challenged must produce the requested materials in a timely fashion. Should a debater feel they are not receiving the information they requested in a timely fashion, they may rise to another point of information for the presiding officer and parliamentarian to address the situation.
B. Debaters who request the information may receive the evidence from the presiding officer within a period of two speeches. The round should not be put on hold for the request to be completed. For example, if a debater rises to a point of order after speech
#4, then by the conclusion of speech #6, the requested evidence should be presented to the presiding officer.

C. If after reviewing the evidence in question, a debater feels that an evidence violation has occurred, they may submit a formal allegation by completing an evidence challenge form and, after making a motion to approach the chair, the debater will present the form to the presiding officer and parliamentarian.

17.6 Penalties for Resolving Evidence Violations During Congressional Debate.
A. All evidence challenges must occur during the session of Congressional Debate where an alleged violation took place, and should happen before a vote on the pending legislation. If the concern arises during the last cycle of speeches, the parliamentarian may grant a challenge after the vote, prior to the first speech on a new piece of legislation.

B. Parliamentarians are responsible for resolving disputes between debaters regarding evidence. When the parliamentarian has such a dispute in the round, the parliamentarian must submit the protest form to the grievance committee.
1. The parliamentarian will determine the legitimacy of the challenge, and if the parliamentarian considers the request justified, the debater making the allegation will move a point of order to address the allegation to the chamber.
2. The debater being challenged will be recognized by the presiding officer for a response to the evidence violation.
3. The parliamentarian will evaluate the legitimacy and severity of the charge and make a recommendation to the presiding officer for action. The recommendation may be charged against either student involved in the dispute. Depending on the severity of the offense, the parliamentarian may opt to censure the debater(s). Refer to section 17.7 for an outline of the severity of offenses and corresponding actions.
4. The presiding officer will announce the parliamentarian’s decision and recognize either/both debaters for consequent action.

C. Procedures for Appealing the Parliamentarian’s Decision
1. An appeal can only be made if the issue in question has been raised, by a student, in the round. Appeals may only be made if the parliamentarian has misapplied, misinterpreted, or ignored a rule.

2. A coach or school-affiliated adult representative must notify the ombudsperson of the intent to submit an appeal of the parliamentarian’s ruling with 20 minutes of the end of the session as recorded by the parliamentarian for that chamber.
   a. The coach must submit the post-round appeal to the ombudsperson within 10 minutes of the formal notification of the intent to appeal. The allegation must be in writing and articulate the specific evidence violation and ruling that is being challenged.
   b. If the ombudsperson determines the grievance has merit, both parties involved in the original dispute and their coaches will be given 20 minutes to respond.
   c. The grievance committee will make a decision and has the discretion of extending the time limits for these actions if the circumstances do not allow a coach or school-affiliated adult to be available within the prescribed time limits.

17.7 Penalties for Evidence Violations in Congressional Debate
A. If the parliamentarian determines that an entry has violated one of the rules listed in 17.1 (A-D, F-H) (oral citation, written citation, indication of parts of card read or not read, use of private communication), the parliamentarian must notify the judge(s) of the violation. The judge(s) and parliamentarian may at their individual discretion disregard the evidence, diminish the credibility given to the evidence, take the violation into account (solely or partially) in the ranking of the chamber participants, or take no action. These offenses are considered minor and a parliamentarian sanction is the only prescribed penalty.

B. If the debater(s) commits an evidence violation or “distortion” (17.2(A), uses “nonexistent evidence” (17.2(B) or the use of “ellipses” (17.1(E)) such action will result in the debater(s) committing the evidence violation not being ranked by the judge(s) and parliamentarian. These offenses are considered major and censure by the parliamentarian would be applied.
C. Evidence infractions violate the Code of Honor. Depending on the severity, an offense may result in notification of said offense to the contestant's high school administration. These decisions would be left to CHSAA and not the tournament director or grievance committee.

17.8 Tournament Adjustments
A. Under no circumstance will a tournament or part of a tournament be re-run because of a violation of these rules.
B. In the case of the disqualification/censure of a debater(s), all ranks and decisions of other debater(s) made prior to the start of the round being protested stand and no revision of past round ranks or decisions will take place. Penalties listed in 17.4 (Cross Examination Debate, Lincoln Douglas Debate, Public Forum Debate) or 17.7 (Congressional Debate) will be applied.
C. In Congressional Debate, when a session has been held between the session being appealed and a final decision regarding the protest, the result of that session will be recorded as follows:
   1. If the protest is upheld, all ranks and scores will remain as recorded. The evidence violation would apply only to the session in which it occurred and not affect prior or subsequent sessions.
   2. If the appeal is upheld, the judge and/or parliamentarian will restore and ranks and scores that were earned by that debater.
2019-20 STATE FESTIVAL TENTATIVE SCHEDULE
ROUNDS WILL RUN EARLIER IF AT ALL POSSIBLE.

A student may enter one Wave “A” event and one Wave “B” event. Students in Debate and Extemporaneous Speaking may double enter, but may not double in a second Debate/Extemporaneous Speaking event. Students in Congressional Debate may not double enter.

PLEASE DO NOT ARRIVE AT THE SITE BEFORE REGISTRATION BEGINS; THE HOST SCHOOL IS STILL IN CLASS. PLEASE DO NOT LEAVE UNTIL FINALS HAVE STARTED.

JUDGES ARRIVE BY 2:30 P.M.
JUDGES’ MEETING AT 2:45 P.M.

<table>
<thead>
<tr>
<th>FRIDAY, January 31, 2020</th>
<th>SATURDAY, February 1, 2020</th>
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<tbody>
<tr>
<td>3:15 p.m.</td>
<td>Registration</td>
</tr>
<tr>
<td>7:15 a.m.</td>
<td>Registration</td>
</tr>
<tr>
<td><strong>FRIDAY EVENTS</strong></td>
<td><strong>The official start time for each round will be on each posting sheet – we will run early if possible</strong></td>
</tr>
<tr>
<td>3:30 p.m.</td>
<td>Round 1A Draw (Extemp &amp; One-on-One Value Debate)</td>
</tr>
<tr>
<td>4:00 p.m.</td>
<td>Round 1A (DI, HI, PO, OO, Extemp, One-on-One, CST Draw); Congressional Debate Prelim Session 1</td>
</tr>
<tr>
<td>5:20 p.m.</td>
<td>Round 1B (PF, LD, Duo, POI, Informative Speaking, Impromptu)</td>
</tr>
<tr>
<td>6:10 p.m.</td>
<td>Round 2A Draw (Extemp &amp; One-on-One Value Debate)</td>
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<tr>
<td>6:40 p.m.</td>
<td>Round 2A (DI, HI, PO, OO, Extemp, One-on-One, CST Draw)</td>
</tr>
<tr>
<td>8:00 p.m.</td>
<td>Round 2B (PF, LD, Duo, POI, Informative Speaking, Impromptu)</td>
</tr>
<tr>
<td>3:30 a.m.</td>
<td>Round 3A Draw (Extemp &amp; One-on-One Value Debate)</td>
</tr>
<tr>
<td>8:00 a.m.</td>
<td>Round 3A (DI, HI, PO, OO, Extemp, One-on-One, CST Draw)</td>
</tr>
<tr>
<td>9:00 a.m.</td>
<td>Congressional Debate Prelim Session 2</td>
</tr>
<tr>
<td>9:20 a.m.</td>
<td>Round 3B (PF, LD, Duo, POI, Informative Speaking, Impromptu)</td>
</tr>
<tr>
<td>10:30 a.m.</td>
<td>Advancement Round Draw (One-on-One Value Debate)</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Debate Advancement Round One (PF, LD, One-on-One)</td>
</tr>
<tr>
<td>11:30 a.m.</td>
<td>Semifinals Extemp Draw</td>
</tr>
<tr>
<td>Noon</td>
<td>A Event Semifinals (DI, HI, PO, OO, Extemp, CST Draw) One-on-One Octafinals</td>
</tr>
<tr>
<td>1:20 p.m.</td>
<td>B Event Semifinals (Duo, POI, Informative Speaking, Impromptu) PF, LD Octafinals</td>
</tr>
<tr>
<td>1:30 p.m.</td>
<td>Congressional Debate Finals</td>
</tr>
<tr>
<td>2:10 p.m.</td>
<td>A Event Draw (Extemp &amp; One-on-One Value Debate)</td>
</tr>
<tr>
<td>2:40 p.m.</td>
<td>A Event Finals (DI, HI, PO, OO, Extemp, CST Draw) One-on-One Quarterfinals</td>
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<tr>
<td>4:00 p.m.</td>
<td>B Event Semifinals (Duo, POI, Informative Speaking, Impromptu) PF, LD Quarterfinals</td>
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<tr>
<td>4:45 p.m.</td>
<td>One-on-One Draw</td>
</tr>
<tr>
<td>5:00 p.m.</td>
<td>Debate Semifinals (PF, LD, One-on-One)</td>
</tr>
<tr>
<td>5:45 p.m.</td>
<td>One-on-One Draw</td>
</tr>
<tr>
<td>5:45 p.m. (or earlier)</td>
<td><strong>AWARDS</strong></td>
</tr>
<tr>
<td>6:00 p.m.</td>
<td>Debate Finals (PF, LD, One-on-One)</td>
</tr>
</tbody>
</table>

Northridge HS Auditorium

Revised 1/29/20
Please click the reservation link below to reserve your room:

Book your group rate for CHSAA - Speech Festival 2020

Event Summary:

CHSAA - Speech Festival 2020 - $120/night
Start Date: Friday, January 31, 2020
End Date: Saturday, February 1, 2020
Last Day to Book: Tuesday, December 31, 2019
Ballots

Please note that to avoid confusion, we have included only ballots for Festival events. Ballots for Tournament events can be found in the Tournament Handbook.

This section includes official copies of the ballots, complete with rules for the back sides.
INTERPRETATION OF DRAMATIC LITERATURE BALLOT

Section ____________

Round ______ Room ______ Total Time ______ Date ______ Judge ______

Name ______________________________________ Code ______________________

Title of Cutting ___________________________________________

CRITERIA COMMENTS

**Introduction**
Did the student identify adequately the title, author, and setting of the selection? Did the student, where necessary, create the mood and prepare the audience for the performance? Were attention and interest aroused? Was the transition from introduction to selection smooth?

**Insight and Understanding**
Did the interpreter appear to have an insight into the meaning, mood and emotional implications of the selection? Was there an apparent appreciation of the author's theme, purpose, viewpoint, and style? Was the cutting of literary merit?

**Projection of Dramatic Qualities**
Did the interpreter re-create the mood and meaning? Did the selection build to appropriate climaxes? Was the phrasing effective? If characters were included, was the delineation vivid and consistent?

**Delivery**
Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation? If the student used a manuscript, was it appropriate to the piece and/or the rules of the tournament?

**Total Effectiveness**
The total impression of the interpreter and material upon you, the judge, as compared to other students in the round.

RANK__________________

DO NOT INFORM THE STUDENT OF HIS/HER RANK.

DO NOT GIVE STUDENTS ORAL CRITIQUES

REASON FOR DECISION:

____________________________________________________

____________________________________________________

____________________________________________________

JUDGE'S SIGNATURE____________________________________
**INTERPRETATION OF DRAMATIC LITERATURE**

Oral interpretation is the re-creation and sharing of literature with an audience. The function of the interpreter is to establish himself/herself as the middleman between the author who created the literature and the audience that responds to it. Since the response the interpreter seeks is dictated by the author's intent, the student must understand the author's background, viewpoint, and the time and conditions under which the selection was written.

**MANUSCRIPTS:**
Scripts are optional at the State Festival Tournament.

**TIMING:**
The judge must keep time. The judge may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time signals must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP signal must be shown and an audible “STOP” provided at the end of the 30-second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

**RULES:**
1. The oral interpreter recreates and shares a selection of material from printed, published source(s) that have literary merit.
2. Interpretation events (DI, HI, Duo, Program Oral Interp and Poetry) will allow limited use of literature from digital publications that originate from the online publishing sources approved by the National Forensics League. A complete listing of approved digital and online sources may be found at [wwwspeechanddebate.org](http://wwwspeechanddebate.org) after June 1st.
3. Material printed on the jacket of a recording is considered to be printed, published material.
4. There is no minimum time but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
5. The interpreter must be careful to avoid violating the author's intent.
6. Deletions of words from the original may be made, but words may be added only for transitional purposes.
7. The interpreter must provide an introduction that adequately identifies the title and author of the source(s).
8. If the interpreter uses a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
9. When an interpreter is using multiple vignettes, multiple introductions may be used.
10. During the introduction and throughout the performance the interpreter may use vocal, facial, and bodily expression as long as he/she does not detract from the meaning of the material.
11. Singing is allowed.
12. No props or costumes are allowed (a prop is any item that is handled or carried by the competitor. For example: touching and using a real watch during the presentation would be considered using the watch as a prop; however, a competitor who touches his/her hair is not using a prop).
13. Scripts are optional.
14. There is a procedure for protesting material that someone deems questionable. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.

Evaluation will be based upon the student's ability to reveal insight into the mood and implications of the selection, projection of the dramatic qualities and one's success in creating a unified scene or story.

**PROCEDURES:**
1. Schedules and room assignments are furnished to the students. Speakers are required to follow the assigned schedule and speaking order.
2. Judges will rank speakers and give constructive written criticisms.
3. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
# INTERPRETATION OF HUMOROUS LITERATURE BALLOT

**Section**

**Round** **Room** **Total Time** **Date** **Judge**

**Name** **Code**

**Title of Cutting**

**CRITERIA**

**COMMENTS**

## Introduction
Did the student identify adequately the title, author, and setting of the selection? Did the student, where necessary, create the mood and prepare the audience for the performance? Were attention and interest aroused? Was the transition from introduction to selection smooth?

## Insight and Understanding
Did the interpreter appear to have an insight into the meaning, mood and emotional implications of the selection? Was there an apparent appreciation of the author's theme, purpose, viewpoint, and style? Was the cutting of literary merit?

## Projection of Humorous Qualities
Did the interpreter re-create the mood and meaning? Did the selection build to appropriate climaxes? Was the phrasing effective? If characters were included, was the delineation vivid and consistent?

## Delivery
Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation? If the student used a manuscript, was it appropriate to the piece and/or the rules of the tournament?

## Total Effectiveness
The total impression of the interpreter and material upon you, the judge, as compared to other students in the round.

**RANK**

**DO NOT INFORM THE STUDENT OF HIS/HER RANK.**

**REASON FOR DECISION:**

**DO NOT GIVE STUDENTS ORAL CRITIQUES**

**JUDGE’S SIGNATURE**
**INTERPRETATION OF HUMOROUS LITERATURE**

Oral interpretation is the re-creation and sharing of literature with an audience. The function of the interpreter is to establish himself or herself as the middleman between the author who created the literature and the audience which responds to it. Since the response the interpreter seeks is dictated by the author's intent, the student must understand the author's background, viewpoint, and the time and conditions under which the selection was written.

**MANUSCRIPTS:**
Scripts are optional at the State Festival Tournament.

**TIMING:**
The judge must keep time. The judge may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time signals must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP signal must be shown and an audible “STOP” provided at the end of the 30-second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

**RULES:**
1. The oral interper recreates and shares a selection of material from printed, published source(s) that have literary merit.
2. Interpretation events (DI, HI, Duo, POI and Poetry) will allow limited use of literature from digital publications that originate from the online publishing sources approved by the National Forensics League. A complete listing of approved digital and online sources may be found at [www.speechanddebate.org](http://www.speechanddebate.org) after June 1st.
3. Material printed on the jacket of a recording is considered to be printed, published material.
4. There is no minimum time but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
5. The interper must be careful to avoid violating the author’s intent.
6. Deletions of words from the original may be made, but words may be added only for transitional purposes.
7. The interper must provide an introduction that adequately identifies the title and author of the source(s).
8. If the interper uses a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
9. When an interper is using multiple vignettes, multiple introductions may be used.
10. During the introduction and throughout the performance the interper may use vocal, facial, and bodily expression as long as he/she does not detract from the meaning of the material.
11. Singing is allowed.
12. No props or costumes are allowed (a prop is any item that is handled or carried by the competitor. For example: touching and using a real watch during the presentation would be considered using the watch as a prop; however, a competitor who touches his/her hair is not using a prop).
13. Scripts are optional.
14. There is a procedure for protesting material that someone deems questionable. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.

Evaluation will be based upon the student's ability to reveal insight into the mood and implications of the selection, projection of the humorous qualities and one's success in creating a unified scene or story.

**PROCEDURES:**
1. Schedules and room assignments are furnished to the students. Speakers are required to follow the assigned schedule and speaking order.
2. Judges will rank speakers and give constructive written criticisms.
3. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
INTERPRETATION OF POETRY BALLOT

Section

Round Room Total Time Date Judge

Name Code

Title of Cutting

CRITERIA

COMMENTS

Introduction
Did the student identify adequately the title, author, and setting of the selection? Did the student, where necessary, create the mood and prepare the audience for the performance? Were attention and interest aroused? Was the transition from introduction to selection smooth?

Insight and Understanding
Did the interpreter appear to have an insight into the meaning, mood and emotional implications of the selection? Was there an apparent appreciation of the author's or authors' theme, purpose, viewpoint, and style? Was the cutting of literary merit?

Projection of Poetic Qualities
Did the interpreter re-create the mood and meaning? Did the selection build to appropriate climaxes? Was the phrasing effective? If characters were included, was the delineation vivid and consistent?

Delivery
Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation? Did the student use a manuscript?

Total Effectiveness
The total impression of the interpreter and material upon you, the judge, as compared to other students in the round.

RANK DO NOT INFORM THE STUDENT OF HIS/HER RANK.

DO NOT GIVE STUDENTS ORAL CRITIQUES

REASON FOR DECISION:

JUDGE’S SIGNATURE
INTERPRETATION OF POETRY

Oral interpretation is the re-creation and sharing of literature with an audience. The function of the interpreter is to establish himself or herself as the middleman between the author who created the literature and the audience which responds to it. Since the response the interpreter seeks is dictated by the author's intent, the student must understand the author's background, viewpoint, and the time and conditions under which the selection was written.

MANUSCRIPTS:
Scripts are optional at the State Festival Tournament.

TIMING:
The judge must keep time. The judge may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time signals must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP signal must be shown and an audible “STOP” provided at the end of the 30-second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

RULES:
A. The oral interper recreates and shares a selection of material from printed, published source(s) that have literary merit.
B. Interpretation events (DI, HI, Duo, POI and Poetry) will allow limited use of literature from digital publications that originate from the online publishing sources approved by the National Forensics League. A complete listing of approved digital and online sources may be found at www.speechanddebate.org after June 1st.
C. Material printed on the jacket of a recording is considered to be printed, published material.
D. There is no minimum time but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
E. The interper must be careful to avoid violating the author's intent.
F. Deletions of words from the original may be made, but words may be added only for transitional purposes.
G. The interper must provide an introduction that adequately identifies the title and author of the source(s).
H. If the interper uses a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
I. When an interper is using multiple vignettes, multiple introductions may be used.
J. During the introduction and throughout the performance the interper may use vocal, facial, and bodily expression as long as he/she does not detract from the meaning of the material.
K. Singing is allowed.
L. No props or costumes are allowed (a prop is any item that is handled or carried by the competitor. For example: touching and using a real watch during the presentation would be considered using the watch as a prop; however, a competitor who touches his/her hair is not using a prop).
M. Scripts are optional.
N. There is a procedure for protesting material that someone deems questionable. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.

Evaluation will be based upon the student's ability to reveal insight into the mood and implications of the selection, projection of the poetic qualities and one's success in creating a unified scene or story.

PROCEDURES:
1. Schedules and room assignments are furnished to the students. Speakers are required to follow the assigned schedule and speaking order.
2. Judges will rank speakers and give constructive written criticisms.
3. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
DUO INTERPRETATION OF LITERATURE BALLOT

Section__________________

Round______ Room_______ Total Time ________ Date_________ Judge______________

Names__________________________________________ Code______________

Title of Cutting __________________________________________

CRITERIA

COMMENTS

Introduction
Are the title and author clearly stated? Is interest in the selection created? Is the mood set? Is information relevant to a sufficient for the selection?

Selection
Is the selection appropriate for the performers? Does the selection contain characters of reasonable depth and development?

Insight and Understanding
Do the performers appear to have an understanding of the selection? Do the performers display insight of the author’s intent?

Characterization
Do the performers clearly distinguish each of the characters in the selection? Are the characters and their attitudes clear and vivid? Are verbal and non-verbal responses and attitudes appropriate?

Delivery
Does the character dialogue reflect a genuine sense of interaction, not a mechanical exchange of lines? Do the performers vary pitch, rate, phrasing, tone and volume? Is there use of appropriate gestures? If the students used manuscripts, were they used appropriately?

General Effectiveness
Do the performers maintain the listener’s interest? Do the performers maintain high energy in the selection? Is the performance consistent?

RANK__________________

DO NOT INFORM THE STUDENT OF HIS/HER RANK.

DO NOT GIVE STUDENTS ORAL CRITIQUES

REASON FOR DECISION:

____________________________________________________

____________________________________________________

____________________________________________________

JUDGE’S SIGNATURE________________________________________
Event Description  

**DUO INTERPRETATION**  
Oral interpretation is the re-creation and sharing of literature with an audience. The function of the interpreter is to establish himself/herself as the middleman between the author who created the literature and the audience that responds to it. Since the response the interpreter seeks is dictated by the author’s intent, the student must understand the author’s background, viewpoint and the time and conditions under which the selection was written.

**MANUSCRIPTS:**  
Scripts are optional at the State Festival Tournament.

**TIMING:**  
The judge must keep time. The judge may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time signals must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP signal must be shown and an audible “STOP” provided at the end of the 30-second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

**RULES:**  
A. The oral interpers recreate and share a selection of material from printed, published source(s) that have literary merit.  
B. Interpretation events (DI, HI, Duo, POI and Poetry) will allow limited use of literature from digital publications that originate from the online publishing sources approved by the National Forensics League. A complete listing of approved digital and online sources may be found at www.speechanddebate.org after June 1st.  
C. Material printed on the jacket of a recording is considered to be printed, published material.  
D. There is no minimum time but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.  
E. The interpers must be careful to avoid violating the author’s intent.  
F. Deletions of words from the original may be made, but words may be added only for transitional purposes.  
G. The interpers must provide an introduction that adequately identifies the title and author of the source(s).  
H. The interpers may not look at one another or make contact with each other in any way, except during the introduction.  
I. If the interpers use a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.  
J. When the interpers are using multiple vignettes, multiple introductions may be used.  
K. During the introduction and throughout the performance the interpers may use vocal, facial, and bodily expression as long as they do not detract from the meaning of the material.  
L. Singing is allowed.  
M. Each speaker must portray one or more characters during the presentation.  
N. Narration may be presented by one or both speakers.  
O. No props or costumes are allowed (a prop is any item that is handled or carried by the competitor. For example: touching and using a real watch during the presentation would be considered using the watch as a prop; however, a competitor who touches his/her hair is not using a prop).  
P. Scripts are optional.  
Q. Eye contact with specific audience members is permitted.  
R. The interpers may pivot from side-to-side or turn around, change places, stand with one behind the other or otherwise move and suggest changes in relationships.  
S. Material may be humorous, serious, or both.  
T. There is a procedure for protesting material that someone deems questionable. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.

Evaluation will be based upon the students’ ability to reveal insight into the mood and implications of the selection, projection of the dramatic and/or humorous qualities and the team’s success in creating a unified scene or story.

**PROCEDURES:**  
1. Schedules and room assignments are furnished to the students. Speakers are required to follow the assigned schedule and speaking order.  
2. Judges will rank speakers and give constructive written criticisms.  
3. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
PROGRAM ORAL INTERPRETATION BALLOT

Section_______

Round______ Room______ Total Time ______ Date______ Judge________

Name _______________________________________________________ CODE _____________

Title(s) __________________________________________________________________________

CRITERIA

INTRODUCTION
Did the student identify adequately the title, author, and setting of the selections in the introduction or in another section of the performance? Did the student, where necessary, create the mood and prepare the audience for the performance? Were attention and interest aroused? Was the transition from introduction to selection smooth?

INSIGHT AND UNDERSTANDING
Did the student develop a theme or argument through the use of narrative, story, language, and/or characterization? Did the student appear to have an insight into the meaning, mood and emotional implications of the selections? Was there an apparent appreciation of the authors’ themes, purposes, viewpoints, and styles? Was the cutting of literary merit?

PROJECTION OF DRAMATIC QUALITIES
Did the student re-create the mood and meaning? Did the selection build to appropriate climaxes? Was the phrasing effective? If characters were included, was the delineation vivid and consistent?

DELIVERY
Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation? Did the student use the manuscript appropriately and effectively?

TOTAL EFFECTIVENESS
The total impression of the interpreter and material upon you, the judge, as compared to other students in the round.

RANK__________________

DO NOT INFORM THE STUDENT OF HIS/HER RANK.

DO NOT GIVE STUDENTS ORAL CRITIQUES

REASON FOR DECISION:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

JUDGE’S SIGNATURE__________________________________________________________
PROGRAM ORAL INTERPRETATION

POI is a program of oral interpretation of thematically-linked selections chosen from two or three genres: prose, poetry, drama (plays). A primary focus of this event should be on the development of the theme or argument through the use of narrative, story, language, and/or characterization. Oral interpretation is the re-creation and sharing of literature with an audience. The function of the interpreter is to establish himself/herself as the middleman between the author who created the literature and the audience that responds to it. Since the response the interpreter seeks is dictated by the author's intent, the student must understand the author's background, viewpoint, and the time and conditions under which the selection was written.

MANUSCRIPTS: Manuscripts are required in POI

TIMING: The judge must keep time. The judge may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time signals must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP signal must be shown and an audible “STOP” provided at the end of the 30-second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

RULES:
1. POI is a program of oral interpretation of thematically-linked selections chosen from two or three genres: prose, poetry, drama (plays). At least two pieces of literature that represent at least two separate genres must be used. All selections must be verbally identified by title and author. Competitors are encouraged to devote approximately equal times to each of the genres used in the program. This distinction pertains to these two or three genres as a whole, not types of literature within a genre (such as fiction/nonfiction).
2. The use of a manuscript during the performance is required. Common practices include the use of a binder or folder. Reading from a book or magazine is not permitted. The intact manuscript may be used by the contestant as a prop, so long as it remains in the contestant's control at all times. No costumes or props other than the manuscript are permitted. The contestant must address the script; however, introduction and transitional material may be memorized.
3. The use of manuscript is required. The intact manuscript may be used by the contestant as a prop, so long as it remains in the contestant's control at all times. No costumes or props other than the manuscript are permitted. The contestant must address the script; however, introduction and transitional material may be memorized.
4. The oral interpreter recreates and shares a selection of material from printed, published source(s) that has (have) literary merit.
5. Interpretation events (Drama, Humor, Duo, Poetry, and POI) will allow limited use of literature from digital publications that originate from the online publishing sources approved by the National Speech & Debate Association. A complete listing of approved digital and online sources may be found at www.speechanddebate.org after June 1st.
6. Material printed on the jacket of a recording is considered to be printed, published material.
7. There is no minimum time but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above are followed.
8. The interpreter must be careful to avoid violating the author's intent.
9. Deletions of words from the original may be made, but words may be added only for transitional purposes.
10. The interpreter must provide an introduction that adequately identifies the title and author of the source(s).
11. If the interpreter uses a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
12. During the introduction and throughout the performance, the interpreter may use vocal, facial, and bodily expression as long as he/she does not detract from the meaning of the material.
13. Singing is allowed.
14. No props or costumes are allowed (a prop is any item that is handled or carried by the competitor. For example: touching and using a real watch during the presentation would be considered using the watch as a prop; however, a competitor who touches his/her hair is not using a prop).
15. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.
16. There is a procedure for protesting material that someone deems questionable. This form is available at all tournaments.

PROCEDURES:
1. Schedules and room assignments are furnished to the students. Speakers are required to follow the assigned schedule and speaking order.
2. Judges will rank speakers and give constructive written criticisms.
3. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
Title/Topic of Oration

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td></td>
</tr>
<tr>
<td>Thought Content</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>Development of Ideas</td>
<td></td>
</tr>
<tr>
<td>Use of Language</td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td></td>
</tr>
<tr>
<td>Total Effectiveness</td>
<td></td>
</tr>
</tbody>
</table>

**RANK________________**

DO NOT INFORM THE STUDENT OF HIS/HER RANK.

DO NOT GIVE STUDENTS ORAL CRITIQUES

REASON FOR DECISION:

JUDGE’S SIGNATURE__________________________________________
An oratory is an original speech designed to persuade. The general purpose of the speech is to persuade/convince the audience. Any other purpose such as to inform or to entertain shall be secondary.

The subject may be of political, economic, social, or philosophic significance and may be limited to a specific thesis. The orator may employ any suitable pattern of organization which will provide a clear, logical development of the thesis. The oration should be the result of research, analysis, evaluation, and personal conviction.

The speaker should be given latitude in the ideas expressed, but held closely accountable for effectively arranging and supporting them. Any non-factual or personal references must be so identified. Composition should be carefully considered in terms of logical development and before the use of rhetorical proofs such as appropriate figures of speech. Since the orator has had the opportunity to prepare and polish a manuscript, the oration should demonstrate a concise statement of ideas, discriminating use of language, and a style of composition suitable to the speech and the speaker.

An oration is a speech, not an essay. Therefore, emphasis should be placed on oral communication. The student should keep in mind that direct, communicative speech is the goal, not stilted or artificial delivery.

**MANUSCRIPTS:**
Scripts are not allowed at the State Festival Tournament.

**TIMING:**
The judge must keep time. The judge may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time signals must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP signal must be shown and an audible “STOP” provided at the end of the 30-second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

**RULES:**
A. The competitor presents a memorized oration composed by him/herself and not used during a previous Regional Qualifying or State Tournament. A student may not use the same speech or topic in informative speaking and original oratory.
B. An orator holding a manuscript or notes will be ranked last.
C. The orator must be truthful. Any non-factual reference, especially a personal one, must be so identified.
D. There is no minimum time but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
E. The oration may not contain more than 150 words of quoted material. Extensive paraphrasing from other sources is prohibited.
F. No props or visual aids may be used in OO.
G. Orators caught plagiarizing or extensively paraphrasing will be disqualified.

**PROCEDURES:**
1. Schedules and room assignments are furnished to the students. Speakers are required to follow the assigned schedule and speaking order.
2. The student will deliver the speech without manuscript or notes. Anyone holding a script will be ranked fourth.
3. Judges will rank speakers and give constructive written criticisms.
4. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
INFORMATIVE SPEAKING BALLOT

Section________________

Round______ Room_______ Total Time ______ Date_________ Judge____________

Name________________________________________________________ Code________________

Title/Topic of Informative Speech: __________________________________________________________

CRITERIA

Purpose
Was the specific topic sought by the speaker clear? Was the thesis evident?

Thought Content
Was there evidence of critical thinking? Was the student’s approach imaginative and original?

Organization
Did the speaker achieve unity, coherence, and emphasis in composition? Were the introduction and conclusion adequate?

Development of Ideas
Does the speaker effectively inform the audience? Were adequate evidence and reasoning used? Was illustrative material used to emphasize and clarify?

Use of Language
Was the wording direct, vivid, and forceful? Did the speaker show discriminating word choice?

Delivery
Was the speaker direct and communicative? Did the speaker avoid unmotivated gestures, random movement, and artificial vocal variety?

Total Effectiveness
The total impression of the speech and speaker upon you, the judge.

RANK________________
DO NOT INFORM THE STUDENT OF HIS/HER RANK.
DO NOT GIVE STUDENTS ORAL CRITIQUES

REASON FOR DECISION:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

JUDGE’S SIGNATURE___________________________________________________________
An informative speech is an original speech designed to explain, define, describe, or illustrate a particular subject. The general purpose of the speech is for the audience to gain understanding and/or knowledge of a topic. Any other purpose such as to entertain or to convince shall be secondary. The use of audio/visual aids is optional.

The speaker may employ any suitable pattern of organization that will provide a clear, logical development of the thesis. The oration should be the result of research, analysis, evaluation, and personal conviction.

The speaker should be given latitude in the ideas expressed, but held closely accountable for effectively arranging and supporting them. Any non-factual or personal references must be so identified. Composition should be carefully considered in terms of logical development and before the use of rhetorical proofs such as appropriate figures of speech. Since the speaker has had the opportunity to prepare and polish a manuscript, the speech should demonstrate a concise statement of ideas, discriminating use of language, and a style of composition suitable to the speech and the speaker.

An informative speech is a speech, not an essay. Therefore, emphasis should be placed on oral communication. The student should keep in mind that direct, communicative speech is the goal, not stilted or artificial delivery.

MANUSCRIPTS:
Scripts are not allowed at the State Festival Tournament.

TIMING:
The judge must keep time. The judge may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time signals must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP signal must be shown and an audible “STOP” provided at the end of the 30-second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

RULES:
A. The competitor presents a memorized informative speech composed by him/herself and not used during a previous Regional Qualifying or State Tournament. A student may not use the same speech or topic in informative speaking and original oratory.
B. The use of audio/visual aids is optional. Audio/visual aids may or may not be used to supplement and reinforce the message. During the presentation, no electronic equipment is permitted. Electronic equipment is anything that plugs in or runs on battery or solar power. The use of live animals or any additional people as visual aids is not allowed during the speech. Items of dress put on and removed during the course of the presentation are considered costumes and may not be part of the contestant’s presentation. Visual aids may not violate law (weapons, drugs, etc.) The host school is not responsible for providing any facilities, equipment, or assistance in a contestant’s use of visual aids. Expedient set up and take down of aids is expected. If a visual aid displays published pictorial material, the source must be included in the work-cited page but does not need to be cited orally.
C. A speaker holding a manuscript or notes will be ranked last.
D. Effective speeches provide new information or perspectives on a topic, including those that are widely known. The responsibility for choosing a worthwhile topic rests with the contestant.
E. The speaker must be truthful. A fabricated topic may not be used. Any non-factual reference, including a personal reference, must be so identified.
F. There is no minimum time but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above are followed.
G. The informative speech may not contain more than 150 words of quoted material. Extensive paraphrasing from other sources is prohibited.
H. Speakers caught plagiarizing or extensively paraphrasing will be disqualified.

PROCEDURES:
1. Schedules and room assignments are furnished to the students. Speakers are required to follow the assigned schedule and speaking order.
2. The student will deliver the speech without manuscript or notes. Anyone holding a script will be ranked fourth.
3. Judges will rank speakers and give constructive written criticisms.
4. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
EXTEMPORANEOUS SPEAKING BALLOT

Round______ Room______ Total Time ______ Date_______ Judge________

Name_________________________________________________________________________ Code________

Question/Topic ___________________________________________________________________

CRITERIA

Thesis
Did the speaker express himself clearly? Did he provide answers to the question selected? Were the answers proposed suitable, practical, advantageous?

Thought Content
Was the content relevant to the stated thesis? Was there evidence of critical thinking and sound logic? Was there evidence of knowledge of questions?

Organization
Were the introduction and conclusion adequate? Were the main ideas apparent? Were transitions clear?

Development of Ideas
Were adequate evidence and reasoning used? Was illustrative material used to emphasize and clarify?

Use of Language
Did the wording have the simplicity, accuracy, vividness, and force expected in an effective extemporaneous speech?

Delivery
Was pronunciation acceptable? Was there use of vocal variety and emphasis? Was the speaker direct and communicative?

Total Effectiveness
The total impression of the speech and speaker upon you, the judge.

RANK__________________
DO NOT INFORM THE STUDENT OF HIS/HER RANK.
DO NOT GIVE STUDENTS ORAL CRITIQUES

REASON FOR DECISION:

JUDGE’S SIGNATURE______________________________________________________________
EXTemporaneous Speaking

The best extemporaneous speech combines clear thinking, good speaking, and then the use of interesting material to establish a definite viewpoint about the subject selected. It should be an original synthesis by the speaker of current fact and opinion on the designated topic from numerous sources rather than a memory test of the material contained in any one magazine article. The speaker should be held accountable for strict adherence to the precise statement of the topic drawn. The judge should lower the valuation if the participant shifts to some other phase of the topic on which he might prefer to speak.

The information presented should be well-chosen, pertinent, and sufficient to support the central thought of the speech. Material should be organized according to some logical plan to produce a complete speech within the time allowed. Supporting material should be documented and specific sources should be cited.

The topic area is: INTERNATIONAL AND NATIONAL EVENTS OF CURRENT SIGNIFICANCE

Timing:
The judge must keep time. The judge may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time signals must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP signal must be shown and an audible “STOP” provided at the end of the 30-second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

Rules:
A. The speaker shall present his/her topic slip to the judge. Failure to speak on the topic chosen will result in the speaker’s disqualification.
B. Extempers may not confer with others during their preparation. A competitor who confers with others prior to delivering the speech may be disqualified.
C. Speakers are not to leave the prep area until 5 minutes prior to speaking or until released by an official.
D. One note card is allowed (3 x 5, 4 x 6, or 5 x 7).
E. There is no minimum time but the speaker may not exceed 7 minutes. After a 30-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
F. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA. No student shall send or receive information during a round, nor shall a host school be required to provide plug ins or internet access. Please see the rules regarding laptop usage for further information and clarification.

Procedures:
1. Schedules and room assignments are furnished to the students. Speakers are required to follow the assigned schedule and speaking order.
2. Notes used while speaking should be confined to one card (3 x 5, 4 x 6, or 5 x 7).
3. Judges will rank speakers and give constructive written criticisms.
4. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
IMPROPTU SPEAKING BALLOT

Round __________ Section __________ Room _______ Total Time _______ Date __________

Name __________________________________________________________ Code _______

Topic/Title _______________________________________________________________________

CRITERIA

Thesis
Did the speaker create a thesis that was suitable/relevant and practical to the topic?

Thought Content
Was the content relevant to the stated thesis? Was there evidence of critical thinking and sound logic? Was there evidence of knowledge of the topic?

Organization
Were the introduction and conclusion adequate? Were the main ideas apparent? Were transitions clear?

Development of Ideas
Were adequate evidence and reasoning used? Was illustrative material used to emphasize and clarify?

Use of Language
Did the wording have the simplicity, accuracy, vividness, and force expected in an effective impromptu speech?

Delivery
Was pronunciation acceptable? Was there use of vocal variety and emphasis? Was the speaker direct and communicative?

Total Effectiveness
The total impression of the speech and speaker upon you, the judge.

____________________________________________________________________________

RANK__________________
DO NOT INFORM THE STUDENT OF HIS/HER RANK.
DO NOT GIVE STUDENTS ORAL CRITIQUES

REASON FOR DECISION:

____________________________________________________________________________

____________________________________________________________________________

JUDGE’S SIGNATURE______________________________________________________________
EVENT DESCRIPTION:  

**FESTIVAL EVENT**

**IMPROPTU SPEAKING**

The best impromptu speech is an original synthesis testing the speaker's ability, in a limited time, to convey the elements of clear thinking, good speaking, and the use of interesting material to establish a definitive viewpoint about the subject selected.

The speaker should be held accountable for strict adherence to the precise statement of the topic drawn. The judge should lower the evaluation if the participant shifts to some other phase of the topic on which the speaker might prefer to speak.

The information presented should be well-chosen, pertinent, and sufficient to support central thought of the speech. Material should be organized according to some logical plan to produce a complete speech within the time allowed. The student should keep in mind that direct communicative speech is the goal, not stilted or artificial delivery.

**PROCEDURES:**

A. Schedules of drawing and speaking time, preparation room assignments and speaking room assignments are furnished to the students. Speakers are required to follow the assigned schedule and speaking order.

B. At the time designated on the schedule, the speaker is to be at the assigned speaking room. Before speaking, the list of impromptu topics selected are to be given to the judge.

C. Exactly 5 minutes before each student is scheduled to speak in a round, the speaker will receive a list of three topics in the preparation room. These topics will consist of (1) a sentence, (2) a phrase, (3) a word, on each card. One of the three topics shall be a current event. The student is to choose one of the three topics on which to speak and is to prepare on that topic.

D. No reference to material or notes will be allowed during the preparation time. However, speakers may use one 3 x 5 card for notes to be used while speaking.

E. Time limits are not less than three and not more than five minutes. Use a stop watch to indicate the total time in the appropriate space on each ballot. If speaker does not speak for the minimum three (3) minutes speaker must be placed last in the round. There is a 30-second grace period. The interpreter who goes beyond the 30-second grace period will be ranked last in the round.

F. Judges will rank speakers and give constructive written criticisms.

G. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After tabulation, each ballot is given to the participant via his or her coach.
CREATIVE STORYTELLING BALLOT

Round __________ Section __________ Room ______ Total Time ______ Date __________

Name ________________________________________________________________ Code ________

Topic/Title ______________________________________________________________________________________________

**CRITERIA**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Atmosphere</strong></td>
<td></td>
</tr>
<tr>
<td>Did the student create the proper mood for the story? Does the student demonstrate understanding of character, setting, and situation?</td>
<td></td>
</tr>
</tbody>
</table>

| **Use of Language** |  |
| Was the language used in keeping with the character and/or characters being portrayed? Was a conversational style used? |  |

| **Delivery** |  |
| Did the storyteller make use of rising action, climax and was the plot given in the outline resolved? Did the presentation reflect the speaker's ability to create and develop a story? Was bodily activity spontaneous? Was the development of character and/or characters consistent? |  |

| **Total Effectiveness** |  |
| The total impression of the story and the storyteller upon you, the judge. |  |

RANK_________________________  DO NOT INFORM THE STUDENT OF HIS/HER RANK.

REASON FOR DECISION:  DO NOT GIVE STUDENTS ORAL CRITIQUES

______________________________________________________________

______________________________________________________________

______________________________________________________________

JUDGE’S SIGNATURE______________________________________________
CREATIVE STORYTELLING

Rules:
A. The best creative storytelling will utilize narration and characterization.
B. No stage accessories may be used in Creative Storytelling except one chair.
C. Acting is permissible as characterization is essential in some types of stories.
D. Fifteen minutes prior to speaking, the contestant shall draw three story outlines. The contestant shall immediately choose one of the three outlines drawn and return the two unused outlines.
E. The competitor cannot leave the preparation room until time to speak, nor can the competitor receive help from a coach or any other student. No reference material or notes will be allowed during the preparation time. A scratch pad may be used to put notes down, ideas for the presentation but may not be used during the presentation.
F. The competitor shall present his/her topic slip to the judge. Failure to speak on the topic chosen will result in the competitor being ranked last in the round.
G. Time limits of the presentation will be not less than three minutes and not more than five minutes. There will be a 30-second grace period. Competitors who go outside the 30-second grace period will be ranked last in the round. The best creative storytelling will utilize narration and characterization.

The storytelling presentation shall be evaluated on the basis of effective speaking practices with emphasis on conversational style, spontaneous bodily activity, ability to develop character, and to resolve the outline plot. The presentation should reflect the speaker's ability to create and develop a story. No stage accessories may be used.

Acting is permissible in creative storytelling as characterization is essential in some types of stories. One chair may be used. It must be kept in mind that an effective story has exposition, rising action, climax, and resolution. The event may be serious or humorous in nature. The story should be of such nature that the telling of it shall not exceed five minutes.

Two examples of creative storytelling topics:

Example (1)  
Characters: A fire-eating dragon  
Setting: Damp cave  
Situation: His fire has gone out

Example (2)  
Characters: Boy and nervous grandmother  
Setting: In the car  
Situation: Grandmother is late for club and critical of boy's driving

PROCEDURES:

1. Schedules of drawing and speaking times, preparation room assignments are furnished to the students. Speakers are required to follow the assigned schedule of speaking order.
2. Fifteen minutes prior to speaking, each student shall draw three story outlines. Each contestant shall immediately choose one of the three outlines drawn and return the two unused outlines. Preparation will begin for the selection from the story outline chosen. A student cannot leave the preparation room until time to speak, nor can the student receive help from a coach or any other student. No reference material or notes will be allowed during the preparation time. A scratch pad may be used to put down ideas for the presentation.
3. At the time designated on the schedule, the speaker will be at the assigned speaking room. Before speaking, the student will give the judge the slip with the outline of the story chosen to present. No note cards or outlines may be used during presentation.
4. Time limits of presentation will be not less than three minutes and not more than five minutes. Visible signs will be used to time the event. There will be a 30-second grace period at the end of five minutes. The judge will "stop" overtime presentations at the end of the grace period. Use a stopwatch to indicate the total time in the appropriate space on each ballot.
5. Judges will rank speakers and give constructive written criticisms.
6. Completed ballots, plus a summary sheet, should be turned in at meet headquarters promptly. After tabulation, each ballot is given to the participant via the coach.
ONE-ON-ONE VALUE DEBATE BALLOT

Round _____ Room _______ Judge ________________________

<table>
<thead>
<tr>
<th>Affirmative (name and code)</th>
<th>Negative (name and code)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case &amp; Analysis</td>
<td>Case &amp; Analysis</td>
</tr>
<tr>
<td>Support of Issues (evidence/reasoning)</td>
<td>Support of Issues (evidence/reasoning)</td>
</tr>
<tr>
<td>Attack &amp; Defense</td>
<td>Attack &amp; Defense</td>
</tr>
<tr>
<td>Delivery</td>
<td>Delivery</td>
</tr>
<tr>
<td>Reason for Decision</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Time Limits/Speaker Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aff Constructive 6 min</td>
</tr>
<tr>
<td>Neg CX of Aff 3 min</td>
</tr>
<tr>
<td>Neg Constructive 7 min</td>
</tr>
<tr>
<td>Aff CX of Neg 3 min</td>
</tr>
<tr>
<td>1st Aff Rebuttal 4 min</td>
</tr>
<tr>
<td>Aeg Rebuttal 6 min</td>
</tr>
<tr>
<td>2nd Aff Rebuttal 3 min</td>
</tr>
<tr>
<td>3 min prep time each side</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AFF POINTS (20-30)</th>
<th>← AWARD POINTS TO EACH SPEAKER →</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-21 Below Average</td>
<td>22-23 Average</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DECISION: □ AFFIRMATIVE □ NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME/ CODE</td>
</tr>
</tbody>
</table>

Judge Signature________________________
**ONE-ON-ONE VALUE DEBATE**

Thirty minutes before each round the value topic for that round will be posted. The debaters will then prepare, using their own knowledge, a case for each side. The pairings are posted without sides on them. The contestants then go to their assigned room. In the room, immediately before each debate, the judge will toss a coin and the winner may select the side to be defended. The topic will be different for each of the three rounds. In this type of debate the judge should expect to see a philosophical debate mostly limited to general knowledge. The debate should be judged on argumentation skills including sound construction of arguments, the ability to defend and defeat arguments, and logic as well as all other aspects of debating skills. This is a good exercise in logic, reasoning and organization. Ethically, the debater should be polite, considerate and a good listener avoiding personal attacks and be accurate in statements of opposing arguments.

Library resources will not be available; materials such as magazines, dictionaries, etc., are not to accompany the debate.

One-on-One Value Debate: The committee suggested that a pencil be the only writing instrument allowed in the draw room for One-on-One Value debate. The student will receive paper upon entering the room; the students will not be able to converse while in the draw room. Students will not be allowed to leave the draw room ahead of time and must sign out once they leave the room.

Only two speakers are involved, one fulfilling the affirmative case responsibilities and the other, the negative. Since students participating in One-on-One Value debating are usually speaking to an audience, they should be encouraged to develop a direct and communicative delivery. Emphasis is necessarily placed upon the issues involved rather than upon strategy in developing the case. **THE STATEMENT OF THE TOPIC IS A RESOLUTION OF VALUE RATHER THAN OF POLICY.** This results in emphasizing logic, theory, and philosophy while eliminating "plan" arguments. For these reasons, many students interested in speaking extemporaneously find the event highly satisfactory. Because of time limits, a wealth of evidence cannot be used, but research supported by good background reading is necessary. Electronic recall equipment is prohibited.

**FORMAT**

- Affirmative 6-minute constructive
- Negative 3-minute cross-examination
- Negative 7-minute constructive
- Affirmative 3-minute cross-examination
- Affirmative 4-minute rebuttal
- Negative 6-minute rebuttal
- Affirmative 3-minute rebuttal

(Each debater will be allowed a total of 3 minutes preparation time during the course of the debate).

The affirmative debater must identify and support the values suggested by the resolution of value. The affirmative must also fulfill the burden of clash by opposing the values supported by the negative. In One-on-One Value debate there is no presumption and no burden of proof (as these terms are used in policy debate theory). The negative debater must identify and support values and/or a hierarchy of values which are different from those suggested by the resolution of value. The negative must also fulfill the burden of clash by opposing the affirmative stance.

The judge should evaluate each debate in terms of which student effectively presents and defends the better argument, rather than which student happens to represent the judge's personal viewpoint. Comments should be presented so that they are constructive and contribute to the student's knowledge about either or both the debate process and the topic. The judge should not reveal the decision as to which student won. Specific suggestions for each individual should be written on the ballot.

**PROCEDURES:**

1. Schedules and room assignments are furnished to the students. Debaters are required to follow the assigned schedule.
2. Judges will determine the winning debater and the losing debater and assign speaker points to each. The winning debater must have more points than the losing debater.
3. Judges will give constructive written feedback to the debaters.
4. Completed ballots should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via his or her coach.
PUBLIC FORUM DEBATE BALLOT

Round ________  Room ________  Judge ________________

A coin toss determines side and speaking order. Once speaker order has been determined, record names and codes and mark pro or con for each team.

<table>
<thead>
<tr>
<th>Code:</th>
<th>Side: □ PRO □ CON</th>
<th>POINTS (18-30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1</td>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Speaker 3</td>
<td>Name:</td>
<td></td>
</tr>
</tbody>
</table>

The argument(s) that persuaded me to vote for this team were:

Time Limits/Speaker Order

- Speaker 1 4 min
- Speaker 2 4 min
- Crossfire* (1/2) 3 min
- Speaker 3 4 min
- Speaker 4 4 min
- Crossfire* (3/4) 3 min
- Speaker 1 Summary 3 min
- Speaker 2 Summary 3 min
- Grand Crossfire* (all) 3 min
- Speaker 3 Final Focus 2 min
- Speaker 4 Final Focus 2 min
- 3 min prep time each side

*The first question is asked by the earlier speaker

A compliment or a suggestion for improvement for each debater:

Speaker 1:  Speaker 2:

Speaker 3:  Speaker 4:

Judge Signature  ___________________________
PUBLIC FORUM DEBATE

GENERAL DESCRIPTION: The purpose of Public Forum Debate is to argue contemporary issues in a forum that is accessible to a general audience. The speaking style should be persuasive and extemporaneous. Debaters should be using some "evidence" (e.g. research) to support their points during the debate. In addition, teams will have to also refute the points of the other team in the debate. As in all debate, both teams are trying to convince a neutral judge that they have better reasons for their positions. Debaters should be readily conversant in details of the topic and demonstrate extensive knowledge and understanding of the issues. Debaters may choose to focus on practical issues, philosophical issues or a combination. However, both teams are responsible for directly responding to the arguments made by their opponents.

RULES:
A. Public Forum debates a new topic each month. The NATIONAL SPEECH & DEBATE ASSOCIATION January topic is used for the State Festival Tournament. All topics are posted at www.chsaanow.com (click on activities, speech and debate, and then topics). Topics are always released exactly one month in advance. It is very important to note that invitational tournaments are free to choose their own topics, so always read the invitations carefully to be certain competitors arrive at the meet having prepared for the proper topic.
B. The resolution will provide each team of two the opportunity to argue contemporary issues in a forum that is accessible to a general audience.
C. Each team will try to convince a neutral judge that they have better reasons for their positions.
D. Some evidence should be used to support their points during the debate.
E. Debaters may choose to focus on practical issues, philosophical issues or a combination.
F. In all rounds of Public Forum Debate, debaters must, at a minimum orally deliver the author(s)' name (last) and year of publication. Please see the debate evidence rules for further information and clarification.
G. Both teams are responsible for directly responding to arguments made by their opponents.
H. Prior to the round in the presence of the judge(s), a coin is tossed by one team and called by the other team. The team winning the flip may choose one of two options EITHER:
   a. The SIDE of the topic to defend (pro or con) OR
   b. The SPEAKING POSITION they wish to have (begin or end the debate).
   c. Once the coin toss winners select their favored option, the other team makes a choice within the remaining option and the debate begins.
I. The format for the debate is as follows:
   Constructive speeches:
   Team A Speaker 1- 4 minutes
   Team B Speaker 1- 4 minutes
   Crossfire A1 & B1- 3 minutes
   Team A Speaker 2- 4 minutes
   Team B Speaker 2- 4 minutes
   Crossfire A2 & B2- 3 minutes
   Summary speeches: Includes arguments the debaters feel their team is winning and refuting arguments he/she feels they are losing.
   Team A Speaker 1- 3 min.
   Team B Speaker 1- 3 min.
   Grand Crossfire (all speakers)- 3 min
   Final focus speeches: A persuasive final restatement of why a team won the debate
   Team A Speaker 2- 2 min.
   Team B Speaker 2- 2 min.
   Prep Time: 3 min. per team
   In "crossfire" both debaters "hold the floor." The first question must be asked by the speaker who spoke first. After the first question either debater may question and/or answer at will. In grand crossfire the first question must be asked by the speaker who gave the first summary speech.
J. Visual aids are allowed.
   Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA. No student shall send or receive information during a round, nor shall a host school be required to provide plug ins or internet access. Please see the rules regarding laptop usage for further information and clarification.

PROCEDURES:
1. Schedules and room assignments are furnished to the students. Debaters are required to follow the assigned schedule.
2. Judges will determine the winning team and the losing team and assign speaker points to each speaker. The winning team must have more points than the losing team. Each speaker must earn a different number of points.
3. Judges will give constructive written feedback to the debaters.
4. The winning team must receive more speaker points than the losing team. Speaker ranks and points must correspond. No ties are allowed.
5. Completed ballots should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via his or her coach.
LINCOLN DOUGLAS DEBATE BALLOT

Round _____ Room _______ Judge __________________________

Affirmative (name and code)

Negative (name and code)

<table>
<thead>
<tr>
<th>AFFIRMATIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case &amp; Analysis</td>
<td>Case &amp; Analysis</td>
</tr>
<tr>
<td>Support of Issues (evidence/reasoning)</td>
<td>Support of Issues (evidence/reasoning)</td>
</tr>
<tr>
<td>Attack &amp; Defense</td>
<td>Attack &amp; Defense</td>
</tr>
<tr>
<td>Delivery</td>
<td>Delivery</td>
</tr>
<tr>
<td>Reason for Decision</td>
<td></td>
</tr>
</tbody>
</table>

AFF POINTS (20-30)  ➔ AWARD POINTS TO EACH SPEAKER ➔ NEG POINTS (20-30)

20-21 Below Average  22-23 Average  24-26 Good  27-28 Excellent  29-30 Outstanding

DECISION: □ AFFIRMATIVE □ NEGATIVE  NAME/CODE

Judge Signature ___________________________________________
A. CHSAA uses the NATIONAL SPEECH & DEBATE ASSOCIATION September/October topic for 1st semester and the NATIONAL SPEECH & DEBATE ASSOCIATION January/February topic for the State Festival Tournament. All topics are posted at www.chsaanow.com (click on activities, speech and debate, and then topics). Invitational tournaments are free to choose their own topics so always read the invitations carefully to be certain competitors arrive at the meet having prepared for the proper topic.

B. The topic is a resolution of value debated by one competitor against one opponent.

C. The format for the debate is as follows:

<table>
<thead>
<tr>
<th>Side</th>
<th>Time</th>
<th>Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>6</td>
<td>6-minute constructive</td>
</tr>
<tr>
<td>Negative</td>
<td>3</td>
<td>3-minute cross-examination</td>
</tr>
<tr>
<td>Negative</td>
<td>7</td>
<td>7-minute constructive</td>
</tr>
<tr>
<td>Affirmative</td>
<td></td>
<td>3-minute cross-examination</td>
</tr>
<tr>
<td>Affirmative</td>
<td></td>
<td>4-minute rebuttal</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
<td>6-minute rebuttal</td>
</tr>
<tr>
<td>Affirmative</td>
<td></td>
<td>3-minute rebuttal</td>
</tr>
</tbody>
</table>

(Each debater is allowed a total of 4 minutes preparation time during the course of the debate).

D. The affirmative debater must identify and support the value(s) suggested by the resolution of value.

E. The affirmative debater must fulfill the burden of clash by opposing the value(s) supported by the negative.

F. The negative debater must identify and support the value(s) suggested by the resolution of value.

G. The negative debater must also fulfill the burden of clash by opposing the affirmative stance.

H. There is no presumption and no burden of proof in LD debate. Both sides have an equal burden of defending their side of the resolution.

I. No plan is proposed.

J. LD debaters MAY choose to use some of the following terms when presenting their arguments:

- **Core Value**: Center of the argument; a value held by society which helps determine the actions it will take
- **Criterion**: A standard of measuring how the resolution meets the value; often posed by philosophers
- **Contention**: Reasons for the argument; major points of the debater’s case
- **Subpoint**: Support for the contentions

K. LD debate is more philosophical than policy debate and has less emphasis on evidence than policy debate.

L. In all rounds of Lincoln-Douglas Debate, debaters must, at a minimum orally deliver the author(s)' name (last) and year of publication. Please see the debate evidence rules for further information and clarification.

M. The negative position can be anything that is not the affirmative. The negative is not required to support the opposite of the resolution.

N. Visual aids are allowed.

O. Electronic retrieval devices are allowed in rounds of competition where scripts and files are permitted. No one will be allowed to videotape, record, photograph or create audio recordings of students in rounds of competition without prior permission of the CHSAA. No student shall send or receive information during a round, nor shall a host school be required to provide plug ins or internet access. Please see the rules regarding laptop usage for further information and clarification.

P. New evidence may be introduced in rebuttals. New arguments may not be introduced in rebuttals. An affirmative response in the first rebuttal of a negative argument presented in the last negative constructive is not considered a “new argument” and is, therefore, permissible.

**PROCEDURES:**

1. Schedules and room assignments are furnished to the students. Debaters are required to follow the assigned schedule.

2. Judges will determine the winning debater and the losing debater and assign speaker points to each. The winning debater must have more points than the losing debater.

3. Judges will give constructive written feedback to the debaters.

4. Completed ballots should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via his or her coach.
CONGRESSIONAL DEBATE EVIDENCE PROTEST FORM
USE THIS FORM FOR EVIDENCE CHALLENGES IN ROUND

EVIDENCE CHALLENGES IN ROUND:
All evidence challenges must occur during the session of Congressional Debate where an alleged violation took place, and should happen before a vote on the pending legislation. If the concern arises during the last cycle of speeches, the parliamentarian may grant a challenge after the vote, prior to the first speech on a new piece of legislation.

Submit the completed form to the Parliamentarian for consideration.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCHOOL</td>
<td></td>
</tr>
</tbody>
</table>

Please detail the specific piece of evidence that you are challenging, including any cited source information and where in the speech the evidence was used.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Please explain your reasoning and/or proof for challenging this piece of evidence. Please include whether you are in possession of the source and can produce it upon request.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

I understand that alleging a violation without merit or to be found inaccurate could lead to censure by the Parliamentarian.

<table>
<thead>
<tr>
<th>Student’s Signature:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach/Supervising Adult’s Name:</td>
<td></td>
</tr>
</tbody>
</table>


CONGRESSIONAL DEBATE SPEECH EVALUATION BALLOT

DIRECTIONS: Award each speech 1 – 6 points, with one being the worst and 6 being the best, providing comments to justify your rating, with constructive suggestions for improvement. At the end of the session, you will holistically and comparatively RANK students on a separate form. If a student gives more than 4 speeches, use the back of this paper to score additional speeches and provide feedback.

CRITERIA: When scoring, consider the following elements and comment accordingly in the spaces provided. ORIGINALITY OF THOUGHT (extent to which speech advances debate or merely repeats previously stated ideas; whether speaker refutes opposing arguments); ORGANIZATION AND UNITY (while speeches that respond to other arguments advanced in the session are often spontaneous and extemporaneous, the speaker should attempt cohesiveness); EVIDENCE AND LOGIC (cites credible sources and warrants claims accordingly); DELIVERY (extemporaneous vs. reading a manuscript, seriousness of purpose, style and poise). How well the speaker ANSWERS QUESTIONS for each speech should be considered.

SPEECH 1  TOPIC:
Explain your evaluation and justify your rating of both speaking and answering questions

SIDES: □ Sponsor □ AFF □ NEG
CIRCLE POINT RATING
6 5 4 3 2 1
highest lowest

SPEECH 2  TOPIC:
Explain your evaluation and justify your rating of both speaking and answering questions

SIDES: □ Sponsor □ AFF □ NEG
CIRCLE POINT RATING
6 5 4 3 2 1
highest lowest

SPEECH 3  TOPIC:
Explain your evaluation and justify your rating of both speaking and answering questions

SIDES: □ Sponsor □ AFF □ NEG
CIRCLE POINT RATING
6 5 4 3 2 1
highest lowest

SPEECH 4  TOPIC:
Explain your evaluation and justify your rating of both speaking and answering questions

SIDES: □ Sponsor □ AFF □ NEG
CIRCLE POINT RATING
6 5 4 3 2 1
highest lowest

QUESTIONING OF OTHER SPEAKERS
Comment on relevance to debate, quality of clarification, etc.

PRINT Judge Name

RANK THIS SPEAKER

School/Affiliation

Circle one. Students not in the top 8 will be given a rank of 9

1st 2nd 3rd 4th 5th 6th 7th 8th None
CONGRESSIONAL DEBATE PRESIDING OFFICER EVALUATION BALLOT

Student Name:    School Code:

Session:        Room:        Chamber:

DIRECTIONS: Award 2 – 6 points per hour of presiding, with four being the worst and eight being the best. You will rank all students, including the presiding officer, holistically at the end of the session, on a separate form. The presiding officer may also have an evaluation ballot for speaking – please be sure to circle the same rank at the bottom of the speech and presiding forms.

CRITERIA: When scoring, consider the following elements and comment accordingly below. PARLIAMENTARY PROCEDURE (clear in explaining protocols and rulings); RECOGNITION (fair and efficient in recognizing speakers and questioners, and maintains appropriate speaker precedence and recency); CONTROL (maintains decorum of delegates, and willing to rule dilatory motions/business out of order); Demeanor (fosters a respectful, professional and collegial atmosphere); COMMUNICATION (overall use of language, avoiding unnecessary verbiage).

<table>
<thead>
<tr>
<th>FIRST HOUR OF SERVICE</th>
<th>SECOND HOUR OF SERVICE</th>
<th>THIRD HOUR OF SERVICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIRCLE POINT RATING</td>
<td>CIRCLE POINT RATING</td>
<td>CIRCLE POINT RATING</td>
</tr>
<tr>
<td>6 5 4 3 2 1</td>
<td>6 5 4 3 2 1</td>
<td>6 5 4 3 2 1</td>
</tr>
</tbody>
</table>

SPECIFIC COMMENTS: Explain your evaluation and justify your rating, providing constructive suggestions for improvement.

PRINT Judge Name

School/Affiliation

RANK THIS SPEAKER

Circle one. Students not in the top 8 will be given a rank of 9

1st  2nd  3rd  4th  5th  6th  7th  8th  None
VOTING FOR PRESIDING OFFICER

The presiding officer must be elected with a majority of the vote. If one candidate does not receive a majority of votes, eliminate the candidate with the fewest votes and vote again. If candidates are tied for the fewest number of votes, vote to determine which of the tied candidates should remain in contention. Repeat this process until one candidate receives a majority of votes.

<table>
<thead>
<tr>
<th>NAME</th>
<th>CODE</th>
<th>VOTE 1</th>
<th>VOTE 2</th>
<th>VOTE 3</th>
<th>VOTE 4</th>
<th>VOTE 5</th>
<th>VOTE 6</th>
<th>VOTE 7</th>
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VOTING FOR PRESIDING OFFICER

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<th>VOTE 4</th>
<th>VOTE 5</th>
<th>VOTE 6</th>
<th>VOTE 7</th>
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</table>
Congressional Debate Legislation Guidelines

Most legislation should have a national/domestic focus that the U.S. Congress would have jurisdiction over, taking the form of a bill. A bill establishes details behind how a particular law must work, including when it takes effect, how much tax levy would be appropriated (if applicable), how infractions/violations will be dealt with, etc. A bill may answer the who, what, when, where—and most specifically how—but it will never answer “why.” Legislators explain rationale behind bills in their speeches, and how a bill implements its solution can spark deeper, more meaningful debate.

Students should consider what the U.S. Congress has jurisdiction over. Since the Executive Branch runs most of the agencies that enforce federal laws, understanding those helps; for more information, visit www.usa.gov/Agencies/Federal/Executive.shtml. While foreign affairs often fall under the jurisdiction of the Executive Branch, funding efforts such as USAID can have an impact on the success or failure of United States involvement in other countries, and therefore, can be framed as a bill. Inspiration for legislative ideas can be found at thomas.loc.gov.

Writing an effective bill involves more time and research than researching one written by someone else. Students must ask themselves what the legislation does, who is involved (government agencies), where it happens, when it is feasible to take place and how much time is needed for implementation, and how it should be carried out (a plan of action). All of these questions must be answered in writing the sections of the bill, with thoughtful consideration as to how thoroughly each section explains its plank of implementing the overall bill’s plan of action.

Resolutions are simply position statements on issues Congress does not have jurisdiction over (such as a foreign issue, although a bill can suggest foreign aid), or further action (such as amending the Constitution). Resolutions lack the force of law, and never establish enforcement.

Appropriate topics exhibit seriousness of purpose. The action proposed should be feasible, and such that the actual United States Congress might debate it. Topics should be debatable, meaning substantive argumentation exists on both sides. Legislation should be typed and double-spaced with line numbers, not exceeding one page. Capitalizing the words “WHEREAS” and “RESOLVED” in resolutions, and “SECTION” in bills, as well as inverse-indenting each clause or section helps to distinguish between ideas and concepts.

The samples above show proper formatting. In the resolution, note the semicolon, and how it precedes the word “and” at the end of each “whereas” clause, and the phrase “now, therefore, be it” at the end of the last “whereas” clause.

Note: Legislation that is submitted for consideration at the State Festival or State Tournament may be rejected if serious issues exist with the adherence to these guidelines.

Templates for bills, resolutions, and resolutions to amend the Constitution are available online at www.speechanddebate.org.

(National Speech & Debate Association, 2018-19)
# TABLE OF PARLIAMENTARY MOTIONS

Following is the National Speech & Debate Association motion chart, annotated (non-shaded) to show motions used most often.

## Table of Most Frequently Used Parliamentary Motions

Adapted for use in National Speech & Debate Association Congressional Debate

<table>
<thead>
<tr>
<th>Type</th>
<th>Motion</th>
<th>Purpose</th>
<th>Second Request</th>
<th>Debatable?</th>
<th>Amendable?</th>
<th>Required Vote</th>
<th>May Interrupt?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Privileged</td>
<td>24. Fix time for reassembling</td>
<td>To arrange time of next meeting</td>
<td>Yes</td>
<td>Yes-T</td>
<td>Yes-T</td>
<td>Majority</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>23. Adjourn</td>
<td>To dismiss the meeting</td>
<td>Yes</td>
<td>No</td>
<td>Yes-T</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>22. Recess</td>
<td>To dismiss the meeting for a specific length of time</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes-T</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>21. Rise to a question of privilege</td>
<td>To make a personal request during debate</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Decision of the Chair</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>20. Call for orders of the day</td>
<td>To force consideration of a postponed motion</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Decision of the Chair</td>
<td>Yes</td>
</tr>
<tr>
<td>Incidental</td>
<td>19. Appeal a decision of the chair</td>
<td>To reverse a decision</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>18. Rise to a point of order or parliamentary procedure</td>
<td>To correct a parliamentary error or ask a question</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Decision of the Chair</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>17. Division of the chamber</td>
<td>To verify a voice vote</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Decision of the Chair</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>16. Object to the consideration of a question</td>
<td>To suppress action</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>15. Divide a motion</td>
<td>To consider its parts separately</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>14. Leave to modify or withdraw a motion</td>
<td>To modify or withdraw a motion</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>13. Suspend the rules</td>
<td>To take action contrary to standing rules</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
<td>No</td>
</tr>
<tr>
<td>Subsidiary</td>
<td>12. Rescind</td>
<td>To repeal previous action</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>2/3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>11. Reconsider</td>
<td>To consider a defeated motion again</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>10. Take from the table</td>
<td>To consider tabled motion</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>9. Lay on the table</td>
<td>To defer action</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>8. Previous question</td>
<td>To force an immediate vote</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>2/3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>7. Limit or extend debate</td>
<td>To modify freedom of debate</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes-T</td>
<td>2/3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>6. Postpone to a certain time</td>
<td>To defer action</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>5. Refer to a committee *</td>
<td>For further study</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>4. Amend an amendment *</td>
<td>To modify an amendment</td>
<td>1/3</td>
<td>Yes</td>
<td>No</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>3. Amend *</td>
<td>To modify a motion</td>
<td>1/3</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
<td>No</td>
</tr>
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<td></td>
<td>2. Postpone indefinitely</td>
<td>To suppress action</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Majority</td>
<td>No</td>
</tr>
<tr>
<td>Main</td>
<td>1. Main motion</td>
<td>To introduce a business</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Majority</td>
<td>No</td>
</tr>
</tbody>
</table>

* No. 5 should include:
  1. How appointed?
  2. The number
  3. Report when or to what standing committee

* Nos. 3 and 4 by:
  1. Adding (inserting)
  2. Striking (deleting)
  3. Substituting