



Team Policy
Debate Orientation

About Stoa

- **National speech & debate league.**
- **Homeschool students.**
- **Ages 12 – 18.**
- **100+ tournaments each year.**

Volunteers make it happen!

- **We can't do this without you.**
- **You are making an investment.**
- **You are performing a teaching role in the lives of our students.**
- **You make it possible for young people to learn these skills.**

Thank You!

You are Qualified to Judge!

- You already participate in communication activities.
- It is the speaker's job to communicate with you.
- It is not your job to be a debate expert.
- Our goal is for our students to speak to “the thinking man and woman on the street.”

That's You!

What to Expect

- **There is one judge in preliminary rounds. That number increases in elimination rounds.**
- **A timekeeper gives verbal signals during prep time and hand signals during speaking times.**
- **Debaters may also self-time.**
- **Debaters will introduce themselves and may ask your judging philosophy.**

What is Debate?

Two opposing teams argue an idea: the Resolution.

- Affirmative upholds the resolution.
First Affirmative
Second Affirmative
- Negative refutes Affirmative position.
First Negative
Second Negative

Debaters alternate sides during the tournament.

2018-2019 Debate Resolution

Resolved: The United States federal government should substantially reform its foreign aid.

Round Structure

8 min. First Affirmative Constructive

3 min. Cross Examination

8 min. First Negative Constructive

3 min. Cross Examination

8 min. Second Affirmative Constructive

3 min. Cross Examination

8 min. Second Negative Constructive

3 min. Cross Examination

5 min. First Negative Rebuttal

5 min. First Affirmative Rebuttal

5 min. Second Negative Rebuttal

5 min. Second Affirmative Rebuttal

Constructives

- **Each debater has one constructive speech.**
- **The first affirmative constructive (1AC) is typically pre-written and presents a case to uphold the resolution.**
- **All constructive speeches may be used to introduce, build, and respond to arguments.**

Cross-Examination

- **One-on-one question and answer.**
- **Only direct interaction in the round between the debaters.**
- **Debaters face the judge.**
- **Judges may not question/comment during this time or at all during the round.**

Rebuttals

- **Rebuttal speeches are used to respond to and extend existing lines of argumentation.**
- **No new lines of argumentation may be presented in rebuttal speeches.**
- **Rebuttal speeches may include new evidence, examples, analysis, and analogies offered to support previously introduced lines of argumentation.**
- **If a team introduces a new line of argumentation into the round during the rebuttals, the judge should disregard these arguments when evaluating the round.**

Evidence

- **Team Policy makes use of a wide variety of support to defend and clarify arguments, which may include (but is not limited to) logic, definitions, facts, examples, applications, analogies, and evidence (cited materials).**
- **The debaters may persuade you as to which types of support are best for the issues at hand.**
- **At the end of the round, you may request to review evidence for clarification or accuracy.**

Do not ask the debaters for clarification of evidence or arguments.

Make sure to return any evidence you review before leaving the room.

Other Key Considerations

Time Limits

- Once the time is expired at the end of a speech, a debater may complete a sentence, but should not start a new thought.
- Once time has expired, judges are free to discard additional comments or speech content when evaluating the round.

Debater Communication

- Debaters may communicate and pass notes discretely at the table.

Debater Prep time

- Each team has a total of 5 minutes for preparation between speeches. The timekeeper should state start and end of this prep time, and any time remaining.

Debater's Role

The debaters are responsible for making their ideas clear to the judge, including:

- **Debate theory**
- **Organization of the ideas and arguments in the round**
- **Details of the topic**

Role of the Judge

DO

- **Set aside your personal bias.**
- **Decide which debater best supports their position.**
- **Provide written feedback.**

Role of the Judge

DON'T

- **Interrupt or question the debaters.**
- **Leave the room or take phone calls during the round.**
- **Extend a debater's speaking time by discussing the round with them when it is finished.**

Flowing/Note-taking

Organizes the ideas in a round

- **Use flow sheet or plain paper**
- **Just a tool to help you**
- **Not to be turned in**



The right note-taking system allows you to:

- **Absorb the presentation**
- **Reach a conclusion and cast a vote**
- **Give the debaters written feedback**

TP – Flowsheet

1AC First Affirmative Constructive	1NC First Negative Constructive	2AC Second Affirmative Constructive	2NC Second Negative Constructive	1NR First Negative Rebuttal	1AR First Affirmative Rebuttal	2NR Second Negative Rebuttal	2AR Second Affirmative Rebuttal
<p>Cats are better than dogs.</p> <p>Cats are adorable and soft.</p>	<p>Dogs are superior to cats.</p> <p>Cats scratch a lot.</p> <p>Dogs are loyal.</p> <p>Dogs protect people.</p>	<p>Dogs scratch too and bite.</p> <p>Dogs run away.</p>					

Before the Round Begins

Check to make sure:
 You have not judged either
 of these teams in this event
 at this tournament.

- Find the room number.
- Make sure the tournament knows which ballot you have.
- Fill in your name (if needed).

Stoa Team Policy Debate



Round:	Room:
Date:	Time:
Affirmative	vs. Negative
Judge:	Signature:

Resolved: The United States federal government should substantially reform its foreign aid.
 Please complete the ballot in black or blue ink only.

Speaker (circle): 1st Affirmative or 2nd Affirmative	Rank	Speaker (circle): 1st Negative or 2nd Negative	Rank
	1st 2nd 3rd 4th		1st 2nd 3rd 4th
Individual Points	Poor.....Excellent 1 2 3 4 5	Individual Points	Poor.....Excellent 1 2 3 4 5
Persuasiveness	1 2 3 4 5	Persuasiveness	1 2 3 4 5
Organization	1 2 3 4 5	Organization	1 2 3 4 5
Delivery	1 2 3 4 5	Delivery	1 2 3 4 5
Evidence	1 2 3 4 5	Evidence	1 2 3 4 5
Cross-Examination	1 2 3 4 5	Cross-Examination	1 2 3 4 5
Refutation	1 2 3 4 5	Refutation	1 2 3 4 5
Comments:	Total: _____	Comments:	Total: _____
Speaker (circle): 1st Affirmative or 2nd Affirmative	Rank	Speaker (circle): 1st Negative or 2nd Negative	Rank
	1st 2nd 3rd 4th		1st 2nd 3rd 4th
Individual Points	Poor.....Excellent 1 2 3 4 5	Individual Points	Poor.....Excellent 1 2 3 4 5
Persuasiveness	1 2 3 4 5	Persuasiveness	1 2 3 4 5
Organization	1 2 3 4 5	Organization	1 2 3 4 5
Delivery	1 2 3 4 5	Delivery	1 2 3 4 5
Evidence	1 2 3 4 5	Evidence	1 2 3 4 5
Cross-Examination	1 2 3 4 5	Cross-Examination	1 2 3 4 5
Refutation	1 2 3 4 5	Refutation	1 2 3 4 5
Comments:	Total: _____	Comments:	Total: _____
Decision: In my opinion, this debate was won by: (Circle one)			
Affirmative Team		Negative Team	
Double Loss (Please notify tournament officials)			

Please explain your "Reason for Decision" on the back of the ballot.

Before the Round Begins

Speaker (circle): 1st Affirmative or 2nd Affirmative <i>Rank</i> <i>1st 2nd 3rd 4th</i>		Speaker (circle): 1st Negative or 2nd Negative <i>Rank</i> <i>1st 2nd 3rd 4th</i>	
Individual Points Poor.....Excellent Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: Total: _____	Individual Points Poor.....Excellent Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: Total: _____	Individual Points Poor.....Excellent Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: Total: _____	Individual Points Poor.....Excellent Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: Total: _____

The ballot has space for the four names of the debaters:

- If these are already filled in, verify the speaker positions.
- If these are not filled in, write them in before the round starts! (Debaters will be happy to help.)
- Now, the debate may begin and you are ready to listen and take notes.

Filling Out the Ballot

Two Independent Decisions:

1. **Decide which team wins the round.
Arguments are more important than presentation.**
2. **Reward individual ability.**

Set aside personal bias/opinion.

Evaluating the Round

The Affirmative team has the “burden of proof”. Did the Affirmative team...

- Stay on topic? (topicality)
- Provide a significant reason for change? (significance)
- Propose a solution that doesn't currently exist? (inherency)
- Present a plan that will work? (solvency)
- Show that the advantages outweigh the disadvantages?

The Negative team may attempt to persuade you that the Affirmative team does not fulfill one or more of the above burdens.

The Student Ballot

Vote Affirmative or Negative

- Double Loss = disciplinary only
- Lower points may win the round

Evaluate the Debaters

- Write comments
- Circle and total the points
- Rank debaters

Stoa Team Policy Debate



Round:	Room:
Date:	Time:
Affirmative	vs. Negative
Judge:	Signature:

Resolved: The United States federal government should substantially reform its foreign aid.

Please complete the ballot in black or blue ink only.

Speaker (circle): 1st Affirmative or 2nd Affirmative	Rank	Speaker (circle): 1st Negative or 2nd Negative	Rank
	1st 2nd 3rd 4th		1st 2nd 3rd 4th
Individual Points	Poor.....Excellent	Individual Points	Poor.....Excellent
Persuasiveness	1 2 3 4 5	Persuasiveness	1 2 3 4 5
Organization	1 2 3 4 5	Organization	1 2 3 4 5
Delivery	1 2 3 4 5	Delivery	1 2 3 4 5
Evidence	1 2 3 4 5	Evidence	1 2 3 4 5
Cross-Examination	1 2 3 4 5	Cross-Examination	1 2 3 4 5
Refutation	1 2 3 4 5	Refutation	1 2 3 4 5
Comments:	Total: _____	Comments:	Total: _____
Speaker (circle): 1st Affirmative or 2nd Affirmative	Rank	Speaker (circle): 1st Negative or 2nd Negative	Rank
	1st 2nd 3rd 4th		1st 2nd 3rd 4th
Individual Points	Poor.....Excellent	Individual Points	Poor.....Excellent
Persuasiveness	1 2 3 4 5	Persuasiveness	1 2 3 4 5
Organization	1 2 3 4 5	Organization	1 2 3 4 5
Delivery	1 2 3 4 5	Delivery	1 2 3 4 5
Evidence	1 2 3 4 5	Evidence	1 2 3 4 5
Cross-Examination	1 2 3 4 5	Cross-Examination	1 2 3 4 5
Refutation	1 2 3 4 5	Refutation	1 2 3 4 5
Comments:	Total: _____	Comments:	Total: _____
Decision: In my opinion, this debate was won by: (Circle one)			
Affirmative Team		Negative Team	
Double Loss (Please notify tournament officials)			

Please explain your "Reason for Decision" on the back of the ballot.

Individual Points/Rank

Speaker (circle): 1st Affirmative or 2nd Affirmative	Rank				
	1st	2nd	3rd	4th	
Individual Points	Poor.....Excellent				
Persuasiveness	1	2	3	4	5
Organization	1	2	3	4	5
Delivery	1	2	3	4	5
Evidence	1	2	3	4	5
Cross-Examination	1	2	3	4	5
Refutation	1	2	3	4	5
Comments:	Total: _____				

Total Points

- **1 = poor...5 = excellent**
- **Points may be tied, ties are broken with rank**
- **Lower points may win the round**

Rank

- **Rank debaters sequentially by points (most points = 1st, least points = 4th)**

The Speed Ballot

Practice Tournament

TP

Team Policy Debate				Judge			
Round 1		Room 1		Thu 02/17/11 09:00AM			
Speaker (circle)	Affirmative	Rank (1-4)	Points (6-30)	Speaker (circle)	Negative	Rank (1-4)	Points (6-30)
1st 2nd	Bob Brush	—	—	1st 2nd	Clark Crossman	—	—
1st 2nd	Tom Tillman CLBB Club B	—	—	1st 2nd	Susan Strangst CLBA Club A	—	—
The winner of this debate was				Judge's Signature			
Affirmative		Negative					
(Circle Winner)							

SPEED BALLOT

Dear Judge,

1. You have been given two ballots.
2. One Speed Ballot and one Student Ballot.
3. Please turn in your Speed Ballot as soon as possible; this is critical to making the tournament run on time.
4. Fill in the Speaker Points, Speaker Rank, and Decision on both ballots ASAP and bring them to Ballot Return.
5. Ballot Return will make sure that what you have written on both ballots is a match.
6. Ballot Return will take your Speed Ballot.
7. You may then take some extra time to complete the "Comments" and "Reason for Decision" on the Student Ballot. Please do not write these on the Speed Ballot.

Thank you for your help.

Your Friendly Tab Staff

- Only pertinent information needed for tabulation
- Vote Affirmative or Negative
- Provide individual points
- Rank debaters
- Turn in as soon as possible

Ballot: Reason For Decision

- **Judge round based upon issues discussed in the round.**
- **Set aside your personal bias/opinion.**
- **Be prepared to vote for a position you do not personally hold.**

Ballot: Reason For Decision

- The most important thing you can do to help the students is explain your reason for decision (why did you vote the way you did?).
- Students read your ballot to learn where they can improve for next time.
- You can use the back of the ballot for extra space to write your thoughts.

When the Round is Over

- **Do not disclose your decision.**
- **Do not ask questions or give verbal feedback.**
- **Do not solicit opinions about the round from other observers in the room.**
- **Immediately following the round, take your ballots to the designated area for completion.**

Rules

Judge Orientation Staff Available

- **If you have questions concerning the round or your ballot, staff is available to answer your questions in the judge's area.**

Written Rules Available

- **Written rules are available in the judge's area.**



Thank You