



Congressional Debate

Speech Evaluation

Chamber #

Student

School
CodeSession 4

Name

Hong

Rate each speech (1 = weak, 6 = strong) and justify your rating with constructive suggestions for improvement. Consider **Originality of Thought** (advances debate rather than repeats previously stated ideas; refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (uses credible sources, connecting to claims); **Delivery** (extemporaneous speaking vs. reading a manuscript, awareness of purpose, style and pace). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1/2 points for each additional speech. You will rank students, holistically, at the end of the season, on a separate form.

Speech 1	← Four-point rating (1=weak, 6=strong) →						Speech 2	← Four-point rating (1=weak, 6=strong) →						Speech 3	← Four-point rating (1=weak, 6=strong) →					
	Q	U	E	L	D	T		Q	U	E	L	D	T		Q	U	E	L	D	T
Topic: <u>Drug Education</u>							Topic:							Topic:						
Comments: <u>- good debate services did not work - speculation.</u>																				

Questioning of Other Speakers (reference to debate clarifications and
- good content? in effect of people.

First Judge Name

Kimberly Martinez

School/Affiliation

CSUN

Congressional Debate

Presiding Evaluation

Chamber #

Student

School
Code

Session

Name

Award a rating of 1-6 points per hour of presiding (1 = weak, 6 = strong) and justify your rating with constructive suggestions for improvement. You will rank students, holistically, at the end of the season, on a separate form, and may or may not include the presiding officer in your ranking. Consider **Parliamentary Procedure** (clearly explains protocols and rulings); **Recognition** (fairly and efficiently recognizes speakers and questioners, maintains appropriate speaker precedence and recency, and avoids "activity," "longest standing/standing time"); **Control** (manages decorum of delegates, and willing to rule motions out of order); **Demeanor** (fosters a respectful, professional, and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).



Congressional Debate

Speech Evaluation

Chamber #

Student Name

School Code

Session 4

Kris Kuo

Rate each speech (1 = weak; 6 = strong) and justify your rating with constructive suggestions for improvement. Consider **Originality of Thought** (advances debate rather than repeats previously stated ideas; refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (cites credible sources, connecting to claims); **Delivery** (simultaneous speaking vs. reciting a manuscript; seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1/2 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1	← Four-point rating (1=weak, 6=strong) →						Speech 2	← Four-point rating (1=weak, 6=strong) →						Speech 3	← Four-point rating (1=weak, 6=strong) →					
	Q1	Q2	Q3	Q4	Q5	Q6		Q1	Q2	Q3	Q4	Q5	Q6		Q1	Q2	Q3	Q4	Q5	Q6
Topic: Neg. Section 8							Topic:							Topic:						
Comments: 1 - and pt. of content for of section 8 argue it has more - a block of section 8																				

Questioning of Other Speakers (relevance to debate, clarification, etc.)

- clear
- on explanatory

First Judge Name

Kendall Martinez

School/Affiliation

CSUN



Congressional Debate

Presiding Evaluation

Chamber #

Student Name

School Code

Session

Award a rating of 1-6 points per hour of presiding (1 = weak; 6 = strong) and justify your rating with constructive suggestions for improvement. You will rank students, holistically, at the end of the session, on a separate form, and **may or may not include** the presiding officer in your ranking. Consider **Parliamentary Procedure** (clearly explains protocols and rulings); **Recognition** (fairly and efficiently recognizes speakers and questioners, maintains appropriate speaker precedence and recesses), and avoids "activity," "longest standing/standing time"); **Control** (maintains decorum of delegates, and willing to rule motions out of order); **Demeanor** (fosters a respectful, professional, and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).



Congressional Debate

Speech Evaluation

Chamber #	Student Name	School Code
Session 4	Raghib	

Rate each speech (1 = weak, 4 = strong) and justify your rating with constructive suggestions for improvement. Consider **Originality of Thought** (advances debate rather than repeats previously stated ideas; refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (uses credible sources, connecting to claims); **Delivery** (interimporaneous speaking vs. reading a manuscript, seriousness of purpose, style and pose). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1/2 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech #	+ Five points (avg) (excellent) +						Speech #	+ Five points (avg) (excellent) +						Speech #	+ Five points (avg) (excellent) +					
	Q	U	O	L	D	T		Q	U	O	L	D	T		Q	U	O	L	D	T
1	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6		
Topic	Air Pollution						Topic	Water Quality						Topic						
Comments	<p>good explanation in effects of air & why we should speak</p> <p>good acknowledgment of other speaker's response</p> <p>no evidence for causal link</p>						<p>good rebuttal on relevant issue</p> <p>good state on reality of how water is treated</p> <p>good other solution</p> <p>good strong rebuttals for 2.</p>													

Questioning of Other Speakers (reference to debate resolution, etc.)

- comparison
 - links his points speech, 3 speakers
 - good question? ... sounds credible

First Judge Name	Kimberly Mortimer
School/Affiliation	CSUN



Congressional Debate

Presiding Evaluation

Chamber #	Student Name	School Code
Session		

Award a rating of 1-4 points per hour of presiding (1 = weak, 4 = strong) and justify your rating with constructive suggestions for improvement. You will rank students, holistically, at the end of the session, on a separate form, and **may or may not include** the presiding officer in your ranking. Consider: **Parliamentary Procedure** (clearly explain protocols and rulings); **Recognition** (fairly and efficiently recognizes speakers and questioners, maintains appropriate speaker precedence and relevancy, and avoids "activity," "longest standing/standing time"); **Control** (maintains decorum of delegates, and willing to rule motions out of order); **Demeanor** (fosters a respectful, professional, and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).



Congressional Debate

Speech Evaluation

Chamber #	Student Name	School Code
Session: 4	Tseitin	

Rate each speech (1 = weak; 4 = strong) and justify your rating with constructive suggestions for improvement. Consider **Originality of Thought** (advances debate rather than repeats previously stated ideas; refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (cites credible sources, connecting to claims); **Delivery** (extemporaneous speaking vs. reading a manuscript, seriousness of purpose, style and pose). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1/2 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1	+ How good was it? Excellent →					Speech 2	+ How good was it? Excellent →					Speech 3	+ How good was it? Excellent →				
	Q	A	Q	A	Q		Q	A	Q	A	Q		A	Q	A	Q	A
Topic: Add to budget					5	Topic:						Topic:					
Comments: <ul style="list-style-type: none"> - valuable evidence in my speech well up - clear transitions - good with the evidence - good rebuttals 																	

Questioning of Other Speakers (reference to debate definition etc.)

- relevant
- on evidence
- reflects logic
- on rebuttals
- good? on facts

Judge Name: Kimberly Martinez
School/Affiliation: CSJ

Congressional Debate

Presiding Evaluation

Chamber #	Student Name	School Code
Session:		

Award a rating of 2-4 points per hour of presiding (1 = weak; 4 = strong) and justify your rating with constructive suggestions for improvement. You will rank students, holistically, at the end of the session, on a separate form, and **may or may not include** the presiding officer in your ranking. Consider **Parliamentary Procedure** (clearly explains protocols and rulings); **Recognition** (early and efficiently recognizes speakers and questions); **Maintains** appropriate speaker precedence and recency, and avoids "activity" (longest standing/standing time); **Control** (maintains decorum of delegates, and willing to rule members out of order); **Demeanor** (fosters a respectful, professional and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).

Circle point rating					X # of Hours	+ Total Points
→ High	→	←	←	← Low		
6	5	4	3	2		

Judge Name
School/Affiliation



Congressional Debate

Speech Evaluation

Chamber #	Student Name	School Code
Session 4	Sutton	

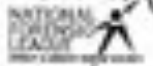
Rate each speech (1 = weak, 5 = strong) and justify your rating with constructive suggestions for improvement. Consider **Originality of Thought** (advances debate rather than repeats previously stated ideas; refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (cites credible sources, connecting to claims); **Delivery** (extemporaneous speaking vs. reading a manuscript, seriousness of purpose, style and pace). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-3 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech #	← Five-point rating (1=weak, 5=strong) →						Speech #	← Five-point rating (1=weak, 5=strong) →						Speech #	← Five-point rating (1=weak, 5=strong) →					
	Q1	Q2	Q3	Q4	Q5	Q6		Q1	Q2	Q3	Q4	Q5	Q6		Q1	Q2	Q3	Q4	Q5	Q6
1	1	2	3	4	5	6														
Topic	Win for all						Topic							Topic						
Comments	- found 2 arg effects of H industry - facts on how our country affected! - logic - great rebuttals.																			

Questioning of Other Speakers (relevant to debate clarification, etc.)

- ? on most reasons why
- good ? on cost
- ? on facts re explanation
- ? on cost
- ? on impact on process, facts
- good rebuttal

Presiding Judge Name	Kimberly Martinez
School/Affiliation	CSUN



Congressional Debate

Presiding Evaluation

Chamber #	Student Name	School Code
Session		

Award a rating of 1-5 points per hour of presiding (1 = weak, 5 = strong) and justify your rating with constructive suggestions for improvement. You will rank students, holistically, at the end of the session, on a separate form, and **may or may not include** the presiding officer in your ranking. Consider **Parliamentary Procedure** (clearly explains protocols and rulings); **Recognition** (fairly and efficiently recognizes speakers and questioners, maintains appropriate speaker precedence and priority, and avoids "activity," "longest standing/standing time"); **Control** (maintains decorum of delegates, and willing to rule motions out of order); **Demeanor** (fosters a respectful, professional, and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).



Congressional Debate

Speech Evaluation

Chamber #

Student

Session 4

Name

Lahn

School Code

Rate each speech (1 = weak; 6 = strong) and justify your rating with constructive suggestions for improvement. Consider **Originality of Thought** (advances debate rather than repeats previously stated ideas; refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (cites credible sources, connecting to claims); **Delivery** (intemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and pose). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1/2 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1	← Five-point rating (excellent) →					Speech 2	← Five-point rating (excellent) →					Speech 3	← Five-point rating (excellent) →				
	Q	A	Q	A	Q		A	Q	A	Q	A		Q	A	Q	A	
Topic:						Topic:						Topic:					
Comments 1																	

Overturning of Other Speakers (relevance to debate, clarification, etc.)

2. rewording for effect

Free Judge Name

Kimberly Martinez

School/Affiliation

CSUN



Congressional Debate

Presiding Evaluation

Chamber #

Student

Session

Name

School Code

Award a rating of 1-6 points per hour of presiding (1 = weak; 6 = strong) and justify your rating with constructive suggestions for improvement. You will rank students, holistically, at the end of the session, on a separate form, and **may or may not include** the presiding officer in your ranking. Consider **Parliamentary Procedure** (clearly explains protocols and rulings); **Recognition** (fairly and efficiently recognizes speakers and questioners, maintains appropriate speaker precedence and recency, and avoids "activity," "longest standing/standing time"); **Control** (maintains decorum of delegates, and willing to rule motions out of order); **Demeanor** (fosters a respectful, professional, and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).



Congressional Debate

School Code	School	Evaluation	
		Chamber #	Session
		P. Lopez	

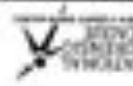
Rate each speech (1 = worst, 4 = best) and justify your rating with constructive suggestions for improvement. Consider **Originality of Thought** (address ideas rather than reports previously read aloud, address opposing arguments), **Organization and Unity** (structure, flow, ideas), **Evidence and Logic** (cite credible sources, connecting to claims), **Delivery** (articulation, speaking vs. reading, a memorized, rehearsal of purpose, style and pace). Also rate the speaker for each address. You will rate students individually at the end of the session on a separate form.

Speech 1	Speech 2	Speech 3
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
Topic	Topic	Topic

- Good evidence & completion - good structure - good evidence & completion	- good evidence & completion - good structure - good evidence & completion	- good evidence & completion - good structure - good evidence & completion	- good evidence & completion - good structure - good evidence & completion	- good evidence & completion - good structure - good evidence & completion	- good evidence & completion - good structure - good evidence & completion

This Judge Name Kimberly W. Gardner	School/Affiliation CSUN
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Questions of Other Speakers (reference to address, substance, and style)



Congressional Debate

School Code	School	Presiding Evaluation	
		Chamber #	Session
		Student	Name

Award a total of 2-6 points per hour of presiding (2-worst, 4 = best) and justify your rating with constructive suggestions for improvement. You will rate students individually at the end of the session on a separate form, and **may or may not include** the presiding officer in your overall Congress. **Parliamentary Procedure** (clearly explain process and rules), **Organization and Unity** (structure, flow, ideas), **Evidence and Logic** (cite credible sources, connecting to claims), **Delivery** (articulation, speaking vs. reading, a memorized, rehearsal of purpose, style and pace). Also rate the speaker for each address. You will rate students individually at the end of the session on a separate form.

award a total of 2-6 points per hour of presiding (2-worst, 4 = best) and justify your rating with constructive suggestions for improvement. You will rate students individually at the end of the session on a separate form, and may or may not include the presiding officer in your overall Congress.



Congressional Debate

Speech Evaluation

Chamber #	Student Name	School Code
Session: 4	Chung	

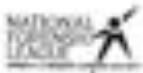
Rate each speech (1 = weak; 4 = strong) and justify your rating with constructive suggestions for improvement. Consider: **Originality of Thought** (advances debate rather than repeats previously stated ideas, refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (uses credible sources, connecting to claim); **Delivery** (extemporaneous speaking vs. reading a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1/2 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1	+ Post-Judge Rating (optional)						Speech 2	+ Post-Judge Rating (optional)						Speech 3	+ Post-Judge Rating (optional)					
	Q	A	Q	A	Q	A		Q	A	Q	A	Q	A		Q	A	Q	A		
Topic: <i>Topic: Honor High</i>							Topic:							Topic:						
Comments: - good point - ok for responses - put with explanation & logic																				

Questioning of Other Speakers (reference to debate, clarification, etc.)

- in actual facts
- pertinent to that but already been made

Post-Judge Name	Kimberly Martini
School/Affiliation	CSUN



Congressional Debate

Presiding Evaluation

Chamber #	Student Name	School Code
Session		

Award a rating of 1-4 points per hour of presiding (1 = weak; 4 = strong) and justify your rating with constructive suggestions for improvement. You will rank students, holistically, at the end of the session, on a separate form, and may or may not include the presiding officer in your ranking. Consider: **Parliamentary Procedure** (clearly explains protocols and rulings); **Recognition** (fairly and efficiently recognizes speakers and questioners, maintains appropriate speaker precedence and recency, and avoids "activity," "longest standing/standing time"); **Control** (maintains decorum of delegates, and willing to rule motions out of order); **Demeanor** (fosters a respectful, professional, and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).

Civilequest rating		# of Hours	= Total Points
4	3		
6	5	4	3

Post-Judge Name
School/Affiliation



Congressional Debate

Speech Evaluation

Chamber #

Student

Zhang Zhao

School
Code

Session

4

Rate each speech (1 = weak; 6 = strong) and justify your rating with constructive suggestions for improvement. Consider **Originality of Thought** (advances debate rather than repeats previously stated ideas, refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (cites credible sources, connecting to claims); **Delivery** (intemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1/2 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1	+ Poor (weak rating) Excellent +						Speech 2	+ Poor (weak rating) Excellent +						Speech 3	+ Poor (weak rating) Excellent +					
	1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	6
Topic: <i>liberty</i> <i>- give 2 reasons for lib</i>							Topic: <i>water bottles</i> <i>good facts in history of effects</i>							Topic:						
Comments:																				

Questioning of Other Speakers (reference to debate, clarification, etc.)

- asking for facts
- strong

Presiding Judge Name

Kimberly Martinez

School/Affiliation

CSUN



Congressional Debate

Presiding Evaluation

Chamber #

Student

School
Code

Session

Name

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Congressional Debate

Speech Evaluation

Chamber #	Student Name	School Code
Session <u>4</u>	<u>Zeng</u>	

Rate each speech (1 = weak; 6 = strong) and justify your rating with constructive suggestions for improvement. Consider **Originality of Thought** (advances debate rather than repeats previously stated ideas; refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (cites credible sources, connecting to claims); **Delivery** (intentional speaking vs. reading a manuscript, seriousness of purpose, style and pace). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1/2 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech #	+ Post-Event Rating (awards)						Speech #	+ Post-Event Rating (awards)						Speech #	+ Post-Event Rating (awards)					
	1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	6
1							2							3						
Topic: <u>Water Bottles</u>							Topic:							Topic:						
Comments:	<u>good facts</u> <u>collaboration</u> <u>- supported reason for</u> <u>ban, by EPA</u> <u>(one reason, with</u> <u>a real problem arising</u> <u>cause likelihood).</u>																			

Questioning of Other Speakers (relevant to debate, clarification, etc.)

? of effects, why?

Judge Name	<u>Kimberly Martinez</u>
School Affiliation	<u>LSUN</u>



Congressional Debate

Presiding Evaluation

Chamber #	Student Name	School Code
Session		

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Congressional Debate

Speech Evaluation

Chamber #	Student Name	School Code
Session: 4	Jim	

Rate each speech (1 = weak; 6 = strong) and justify your rating with constructive suggestions for improvement. Consider: **Originality of Thought** (advances debate rather than repeat previously stated ideas; refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (uses credible sources, connecting to claims); **Delivery** (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech #	+ Four-point rating / Evidence +						Speech #	+ Four-point rating / Evidence +						Speech #	+ Four-point rating / Evidence +					
	1	2	3	4	5	6		1	2	3	4	5	6		1	2	3	4	5	6
Topic: Neg. Leverage							Topic: Neg. Leverage							Topic:						
Comments	- good reasons & explanation						- good reasons & explanation - effort of possible - could elaborate that - water evidence - - real reasons why.													

Questioning of Other Speakers (reference to debate, clarification, etc.)

relevant
? of facts + process
- asks for good
- no relevance of personal experience

Judge Name	Kimberly Martinez
School/Affiliation	CCNY



Congressional Debate

Presiding Evaluation

Chamber #	Student Name	School Code
Session:		

Award a rating of 1-6 points per hour of presiding (1 = weak; 6 = strong) and justify your rating with constructive suggestions for improvement. You will rank students, holistically, at the end of the session, on a separate form, and **may or may not include** the presiding officer in your ranking. Consider: **Parliamentary Procedure** (clearly explains protocols and rulings); **Recognition** (fairly and efficiently recognizes speakers and questioners, maintains appropriate speaker precedence and priority, and awards "activity," "longest standing/standing time"); **Control** (maintains decorum of delegates, and willing to rule motions out of order); **Demeanor** (fosters a respectful, professional, and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).



Congressional Debate

Order #	Student	Name	School	Code
	Team			

Rate each speech (1 = worst) and justify your rating with constructive suggestions for improvement. Consider **Originality of Thought** (ideas), **Delivery** (extemporaneous speaking vs. reading a manuscript), **maneuvers of purpose, style and force**. How well the speaker answers questions also should be considered. If the subject speaks more than three times, enter comments on the reverse side and award 10 points for each additional speech. You will rate speakers, individually, at the end of the session, on a separate form.

Speech 1	Speech 2	Speech 3
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6
Topic	Topic	Topic

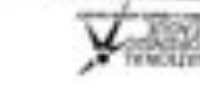
Congressional 1	<p>Handwritten notes:</p> <ul style="list-style-type: none"> you speak in general effects in the cost good things in the good things in the sources
	<p>Handwritten notes:</p> <ul style="list-style-type: none"> you speak in general effects in the cost good things in the good things in the sources

First Judge Name	School Abbreviation
Kimberly Harkness	CSUN

Questions of Other Speakers (answer to allow questions and justify your rating)

Handwritten notes:

- good in the
- good in the
- sources



Congressional Debate

Order #	Student	Name	School	Code
	Team			

Award a rating of 1-6 points per hour of speaking (1 = worst) and justify your rating with constructive suggestions for improvement. You will rate speakers, individually, at the end of the session, on a separate form. Consider **Originality of Thought** (ideas), **Delivery** (extemporaneous speaking vs. reading a manuscript), **maneuvers of purpose, style and force**. How well the speaker answers questions also should be considered. If the subject speaks more than three times, enter comments on the reverse side and award 10 points for each additional speech. You will rate speakers, individually, at the end of the session, on a separate form.

Handwritten notes:

- good in the
- good in the
- sources



Congressional Debate

Speech Evaluation

Chamber #

Student

Session

Name

School
Code

Rate each speech (1 = weak; 6 = strong) and justify your rating with constructive suggestions for improvement. Consider: **Originality of Thought** (advances debate rather than repeats previously stated ideas; refutes opposing arguments); **Organization and Unity** (cohesively links ideas); **Evidence and Logic** (uses credible sources, connecting to claims); **Delivery** (improvisational speaking vs. reading a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1	+ Five-point rating (Excellent) +						Speech 2	+ Five-point rating (Excellent) +						Speech 3	+ Five-point rating (Excellent) +									
	Q/A	Q/A	1	2	3	4		5	6	Q/A	Q/A	1	2		3	4	5	6	Q/A	Q/A	1	2	3	4
Topic:								Topic:								Topic:								
Comments:																								

Questioning of Other Speakers (relevance to debate, clarification, etc.)

First Judge Name

Kimberly Martinez

School/Affiliation

CSUN



Congressional Debate

Presiding Evaluation

Chamber #

Student

Session

Name

School
Code

Award a rating of 1-6 points per hour of presiding (1 = weak; 6 = strong) and justify your rating with constructive suggestions for improvement. You will rank students, holistically, at the end of the session, on a separate form, and **may or may not include** the presiding officer in your ranking. Consider:

Parliamentary Procedure (clearly explains protocols and rulings); **Recognition** (fairly and efficiently recognizes speakers and questioners, maintains appropriate speaker precedence and recesses, and avoids "activity," "longest standing/standing time"); **Control** (maintains decorum of delegates, and willing to rule motions out of order); **Demeanor** (fosters a respectful, professional, and collegial atmosphere); **Communication** (overall use of language, avoiding unnecessary verbiage).

Benjamin Yeh