Migrant Education Program State Speech and Debate Tournament Handbook

Revised October 2023

Table of Contents

3

Introduction

The Speech and Debate Tournament originated in the Ventura County Office of Education Migrant Education Program (MEP). In 2016, the California Department of Education (CDE) Migrant Education Office adopted it as a statewide project, establishing participation criteria.

This tournament offers migratory students a secure and supportive academic environment. Through participation, students can enrich their critical thinking, research, and public speaking skills. They learn to effectively organize information and construct persuasive arguments backed by credible sources. Furthermore, the tournament fosters teamwork, self-confidence, and the ability to resolve conflicts using thoughtful and strategic language.

Handbook's Intent and Purpose

The purpose of this handbook is to offer guidance in comprehending the structure and expectations of state speech and debate tournaments. It is designed to aid in customizing speech and debate lessons to align with statewide tournament guidelines. Additionally, this handbook offers information and resources to promote best practices in both speech and debate.

Overview

The State Speech and Debate Tournament is an annual event that typically occurs in the spring. It serves as the culmination of local MEP subgrantees' speech and debate tournaments. This state-level tournament is hosted by a MEP subgrantee, with the support of the CDE. Every year, MEP subgrantees' hold regional speech and debate tournaments. The first-place winners of the regional tournaments advance to the State Speech and Debate Tournament. At the state level, participants compete in the categories of prepared and extemporaneous speech, as well as middle and high school debate, all conducted in either English or Spanish.

Regional Tournament[1]

To participate in regional tournaments, regions must develop a Speech and Debate curriculum to be taught outside of regular school hours by a certificated teacher or classified staff. The Speech and Debate curriculum should encompass instruction in reading and writing expository texts and should offer students the opportunity to engage with a variety of expository text types, such as description, comparison, cause and effect, and problem and solution. Furthermore, students should have the opportunity to refine their research skills and cultivate the capacity to evaluate the credibility of sources and the persuasiveness of the arguments they put forth.

Additionally, regional tournaments are required to adhere to the following provisions:

- Comply with all speech and debate rules outlined in this handbook.
- Be adaptable and open to adjustments when it comes to managing various aspects of the competition (such as the number of participants, attendees, teams, etc.).
- Tournaments should be held no later than April 6, 2024.

Regional tournaments have the option to use the MEP State Speech and Debate Online System.

MEP State Speech and Debate Online System (online system)

The State Tournament registration process is administered through an online system developed by the Los Angeles County Office of Education (LACOE). This digital platform manages participant registration and scoring for the state tournament, aligning with the speech and debate requirements outlined in this handbook. You can access the online system on the following webpage: Login - Migrant Education Speech and Debate (lacoe.edu).

This online system is available for use by any California MEP subgrantee at no cost for their

---

[1] The term "Regional tournament" encompasses both regional and direct funded district tournaments.

local speech and debate tournaments. To request access and set-up an account, please use the Speech Account Management Form or contact the LACOE helpdesk at MEPsupport@lacoe.edu.

State Tournament Student Criteria for Participation

Each MEP Subgrantee is responsible for conducting a competition to select students who will represent their Region or Direct Funded District (DFD) at the State Speech and Debate Tournament across all or select competition categories, spanning grades six through twelve. DFDs have the option to either participate in a regional tournament in collaboration with another subgrantee or host their own.

Participation is limited to one speech student per grade level and language, as well as one debate team per grade level and language group. While Regions and DFDs are not mandated to send competitors in all categories, they are strongly encouraged to do so. Speech competitors must partake in both prepared and extemporaneous speech.

Regions and DFDs that opt to compete in all categories will have a maximum of 34 students participating in the tournament, Regions and DFDs should adhere to the participant limits specified in the State Competition Categories table below:

State Competition Categories			
Category	Grade level	Language	Total Number of Participants
Debate	Middle School	English	3 minimum – 5 maximum
	Middle School	Spanish	3 minimum – 5 maximum
	High School	English	3 minimum – 5 maximum
	High School	Spanish	3 minimum – 5 maximum
Speech	Sixth	English	1
	Sixth	Spanish	1
	Seventh	English	1
	Seventh	Spanish	1
	Eighth	English	1
	Eighth	Spanish	1
	Ninth	English	1
	Ninth	Spanish	1
	Tenth	English	1
	Tenth	Spanish	1
	Eleventh	English	1
	Eleventh	Spanish	1
	Twelfth	English	1
	Twelfth	Spanish	1
			Maximum participants = 34

Speech Competition

This section will discuss the speech competition and the specific components within the state tournament. The speech competition includes two types of speech categories.

They are as follows:

1. **Prepared speech**: This is a researched and written speech prepared by the student prior to the competition.

2. **Extemporaneous speech**: This is a speech composed in real-time. During the competition, students receive a topic and must promptly formulate and organize their thoughts on the spot. This speech is not research based.

For the state tournament, speech competitors must compete in **both** the Prepared Speech and Extemporaneous Speech competitions.

First, second, and third place trophies are awarded in every speech category and grade level. While students have the option to compete in either Spanish or English, they must maintain consistent language usage throughout all stages of the tournament.

Speech Competition Schedule

Round	Speech Type
1	Prepared - 1
2	Extemporaneous - 1
3	Extemporaneous - 2
4	Prepared – 2

Speech Topics for Grades Six through Twelve

- Topics will be selected by the CDE and hosting MEP subgrantee, after which they will be communicated to the MEP Directors and Speech and Debate Leads via email approximately seven months prior to the state tournament.

- Please be aware that if you opt to use the online system for your local tournament, participants must utilize the topics chosen by the CDE and the hosting MEP subgrantee.

Prepared: Time Restrictions

- Grades six through eight: Minimum **three** minutes; Maximum **four** minutes

- Grades nine through twelve: Minimum **four** minutes; Maximum **five** minutes

Prepared: Before Competition

- Students are required to compose **two distinct persuasive** prepared speeches based on the topics chosen by the CDE and the hosting MEP subgrantee.

- Participants **are required** to indicate their chosen topics, which will then be entered into the online system by the MEP subgrantee lead. Additionally, the selected language for the competitor's speeches throughout the tournament must be confirmed at this stage.

Prepared: Rules During Competition

- The timer begins with the competitor's first word in the introduction described in the following bullet.

- In the introduction of their speech, students are required to state their name, region, and school.

- Speakers have the option to utilize notes or deliver their speeches from memory.

- Speakers are prohibited from using any props or visual aids, except for the use of notes.

- If a student repeats a speech, they will forfeit the score for that round.

- Once the competition round begins, participants are not allowed to enter or leave rooms.

- Students are expected to employ well-reasoned arguments to support their positions. Speakers must take either an affirmative (supporting) or negative (opposing) stance for **two** of the statements included in the provided list of topics.

- To signal the conclusion of their speech, the competitor should end with a thank you statement.

- The timer stops at the conclusion of the competitor's thank you statement.

- Delivering a speech under the minimum time limit will result in an automatic score of zero for that round. Exceeding the maximum time limit by more than 10 seconds will lead to a deduction of four penalty points.

Prepared: Determining the Winners

- The winners of the Prepared Speech competition will be determined by totaling the points earned in each of the two rounds. Trophies will be awarded for first, second, and third place in each grade level and language.

- The points that contribute to the score are awarded as detailed in the Speech Rubric and Prepared Speech Evaluation Form.

Extemporaneous: Time Restrictions

- Grades six through eight: Minimum **1.5** minutes; Maximum **three** minutes

- Grades nine through twelve: Minimum **two** minutes; Maximum **four** minutes

Extemporaneous: Competition Process

At the beginning of each of the two mandatory extemporaneous speech rounds, students will be provided with **one** topic. They will then have a 10-minute window to craft their speech. Once time has lapsed, all papers will be collected, and students will be instructed to silently wait outside their competition room.

Following this, students will be called into the room randomly to deliver their speeches. During their presentations, students will have the option to refer to their prepared papers. After presenting their speech, students will remain in the room until the conclusion of the round.

Extemporaneous: Rules During Competition

- The timer begins with the competitor's first word in the introduction described in the following bullet.

- In the introduction of their speech, students are required to state their name, region, and school.

- Speakers have the option to utilize notes or deliver their speeches from memory.

- Speakers are prohibited from using any props or visual aids, except for the use of notes.

- Extemporaneous Speeches shall be presented in the same language as the prepared speeches.

- Once the competition round begins, participants are not allowed to enter or leave rooms.

- Students are expected to present well-reasoned personal or evidence-based arguments to support their position. Speakers must take either an affirmative (supporting) or negative (opposing) stance for the extemporaneous topic provided for each round.

Debate Competition

This section will discuss the debate competition and the specific components within the state tournament. The Debate format is highly structured and is divided into phases detailed in the Anatomy of a Debate Competition and Debate Structure and Procedures.

The following information should serve as a resource for debate instruction and the creation of instructional materials. MEP subgrantees are encouraged to utilize this information as a point of reference and guidance for their local tournaments.

Debate Topics for Grades Six through Twelve

- Topics will be selected by the CDE and hosting MEP subgrantee, after which they will be communicated to the MEP Directors and Speech and Debate Leads via email approximately seven months prior to the state tournament.

- Please be aware that if you opt to use the online system for your local tournament, participants must utilize the topics chosen by the CDE and the hosting MEP subgrantee.

Anatomy of a Debate Competition

The details presented in the Debate Competition Roles and the Phases of a Debate Competition tables will be used in the state tournament. They should also serve as valuable resources for debate instruction and instructional material development.

Debate Competition Roles

In teams composed of only three or four members, no team member should be assigned more than two of the five lead roles. It is important that the work be equally distributed between the members and that the debate process not be dominated by one or two members of the team. The evaluation rubric used by the judges reflects this important aspect of the debate process.

Debate Competition Roles	
Team Member Role	**Role Description**
Opener	The role of the Opener is to articulate the team's overarching arguments regarding their position on the issue.
Cross Examiner	The role of the Cross Examiner involves probing the opposing team by posing questions about their opening statement, with the aim of challenging their arguments and evidence. Additionally, the Cross Examiner concludes the cross-examination phase.

Extemporaneous: Rules During Competition

- To signal the conclusion of their speech, the competitor should end with a thank you statement.

- The timer stops at the conclusion of the competitor's thank you statement.

- Delivering a speech under the minimum time limit will result in an automatic score of zero for that round. Exceeding the maximum time limit by more than 10 seconds will lead to a deduction of four penalty points.

Extemporaneous: Determining the Winners

- The winners of the Extemporaneous Speech competition will be determined by totaling the points earned in each of the two rounds. Trophies will be awarded for first, second, and third place in each grade level and language.

- The points that contribute to the score are awarded as detailed in the Speech Rubric and Extemporaneous Speech Evaluation Form.

Responder	The role of the Responder is to address questions regarding the team's position that were presented during the opposing team's cross examination. Additionally, the Responder concludes the response phase.
Rebutter	The role of the Rebutter entails initiating the rebuttal phase by contesting the responses given by the opposing team during the response phase. Additionally, the Rebutter concludes the rebuttal phase.
Closer	The role of the Closer involves summarizing the team's position, referencing new issues introduced during the debate, and reviewing the evidence that supports their stance.

Phases of Debate Competition

Throughout each phase of the debate, it is crucial that every team member remains fully engaged, attentively listening to the opposing team, and diligently taking comprehensive notes. These notes play a pivotal role in guiding the responses of the Cross Examiner, Responder, Rebutter, and Closer, as well as providing essential input during the preparation periods. The collective effort of the team is the cornerstone of the debate's success.

Phases of a Debate Competition	
Competition Phases	**Phase Description**
Opening	During the opening phase, the designated Opener takes the floor, delivering a prepared statement that encapsulates the team's overarching arguments on the issue. During this phase, only the assigned Opener will be allowed to speak. This is the only phase that has a time limit. There will be a deduction of one point for each minute beyond the five-minute time limit.
Cross Examination	During the cross-examination phase, the Cross Examiner assumes the role of questioning the opposing team regarding their opening statement, effectively challenging their presented arguments, and supporting evidence. Once the Cross Examiner has posed a minimum of two questions to the opposing team, the Responder and Rebutter may also present additional questions as part of the cross-examination. To ensure a strong and effective cross-examination, it is essential for **all members of the team** to collaborate in preparing the questions. Each team should aim to put forth a minimum of three questions, with the understanding that the more relevant questions are raised, the more robust and engaging the debate becomes.

	Lastly, it is the responsibility of the Cross Examiner to bring the cross-examination phase to a close.
Response	During the response phase, the Responder plays a pivotal role by providing responses to questions concerning the team's stance that were presented during the opposing team's Cross Examination. Once the Responder has addressed a minimum of two of the opposing team's questions, the Cross Examiner and Rebutter may also join in to offer their responses to these inquiries. For effective engagement in the response phase, it is crucial for **all members of the team** to collaborate in preparing their responses. A key best practice is to restate the question before delivering the response, ensuring clarity and precision in the exchange. Lastly, it is the responsibility of the Responder to bring the response phase to a close.
Rebuttal	During the rebuttal phase, the Rebutter takes the lead in commencing the rebuttal phase by challenging the responses given by the opposing team in the response phase, a critical part of the debate. Once the Rebutter has challenged at least two of the opposing team's responses, the Cross Examiner and Responder may also engage in challenging the responses provided by the opposing team. For an effective Rebuttal Phase, the combined effort of **all members of the team** is essential in preparing and delivering these rebuttals. Effective collaboration ensures a strong and persuasive challenge to the opposing team's responses. Lastly, it is the responsibility of the Rebutter to bring the rebuttal phase to a close.
Closing	During the closing phase, the Closer provides a comprehensive summary of the team's position, with a focus on addressing any new issues that have arisen during the debate and revisiting the evidence that highlights the team's stance. During this phase, only the assigned Closer will be allowed to speak. However, it's important to emphasize that the effectiveness of the Closer's summation relies on the collaborative effort of **all members of the team**. Each

	team member must contribute their insights and input to ensure a well-rounded and impactful conclusion.

Rules During Competition

- Ideally, teams should comprise of no fewer than three members. The maximum number of members is five.

- It is imperative that all participants possess a clear understanding of, and adhere to, the debate procedures outlined in Debate Structure and Procedures.

- Each team member must be assigned one of the five distinct roles in the debate (Opener, Cross Examiner, Responder, Rebutter and Closer) as reference in the Anatomy of a Debate section. If a team is comprised of fewer than five members, some participants will need to take on multiple roles. All registered participants must actively engage in the process.

- The judge plays a pivotal role in guiding the debate process, signaling the transition between phases, and determining when each team is to speak.

- Students are expected to use academic language and interact in a formal manner.

- During the debate, speakers must use their time strategically to ensure sufficient time is utilized for each phase of the debate.

- Debate Teams may compete in English or Spanish, but not both.

- Debate Teams must be ready to present arguments for both the Affirmative (PRO) Position and the Negative (CON) Position on the assigned topic relevant to their grade level. It is expected that students will conduct comprehensive research on the given topic, allowing them to reference evidence from credible sources and effectively structure their arguments for each position.

- The judge will announce the position (PRO or CON) that each debate team is to argue at the beginning of every competition round.

- Each round is 60 minutes in length.

Scoring Criteria: Important Evaluation Factors

- **Content:** Assessing the quality of arguments, the use of evidence, and the ability to effectively counter the opposing team's arguments. Personal opinions should be logically and contextually relevant.

- **Presentation**: Deductions will be made for reading debate statements or arguments instead of presenting them. Higher credit is awarded for persuasive and expressive delivery, along with ensuring clear audibility.

- **Adhering to Debate Procedures and Protocol:** It is expected that each team member takes a lead role in at least one phase of the debate. Overdominance by a single member should be avoided, and collaborative teamwork should be evident.

Determining the Winners

- The winners (first, second, and third place) in both the middle school and high school categories, for debates conducted in both English and Spanish, will be determined by adding the points earned across all four debate rounds. The competition will be scheduled in a way that ensures each team competes in an equal number of rounds for both the PRO and CON positions.

- The points that contribute to the score are awarded as detailed in the Debate Rubric and Debate Evaluation Form.

Coaches

Coaches play a crucial role in a speech and debate competition by providing guidance, support, and feedback to students. They help students prepare, stay organized, and improve their communication and argumentation skills. Coaches also ensure that students follow competition rules and maintain professionalism, contributing to the overall success and educational value of the event.

Training

An optional in-person training session will be conducted by MCOE on Saturday December 16, 2023, for all MEP speech and debate lead. The $100 registration fee per S&D lead includes coaching materials, a light breakfast and lunch. Each MEP subgrantee should make suitable arrangements for travel and hotel accommodations.

Judges

Judges play a pivotal role in the success of the speech and debate competition. Their expertise, careful assessment, and impartial evaluation contribute significantly to the fair and constructive outcome of the event. Ideally, participating MEP subgrantees should aim to provide a minimum of three judges from their respective areas.

Training

All judges taking part in the event are required to attend the judges' training scheduled for April 20, 2024, in Monterey, California. In cases where judges cannot attend the in-person training, they are expected to participate in the alternative virtual training offered by the CDE and the hosting region.

Judge Packet Contents

- Emergency phone numbers of MEP staff who will be available to offer support if needed
- A comprehensive sheet of Prepared and Extemporaneous speech topics (for speech judges only)
- A list of speech students per round (for speech judges only).
- A debate schedule for the teams scheduled for your room (for debate judges only)
- Score sheets and a student attendance sheet for each round
- Time warning signs indicating the time remaining or a digital timer
- An overview of judge/facilitator room assignments
- 1 highlighter, 2 pencils, 1 pen, sticky notes, and calculator
- Note paper

Consequences of Misconduct from Students or Coaches

In cases of egregious actions by students or coaches, like cheating, outbursts, or intimidation, they may be expelled from the competition room, and penalty points may be deducted from the team's or individual speech competitor's score. The discretion to make such decisions will rest with the individual judge and tournament organizers in each case.

Competition Day: Prepared Speech Guidelines

- Get familiar with the Judge Packet.
- Make sure your technology works (internet, online system, etc.)
- Before each student begins, please complete all the information on the Evaluation Form.
- Greet students, introduce yourself, and offer some words of encouragement (remind students to learn from each other and give their best effort).
- Students will be called to speak from list of speech students per round found in the Judge Packet.
- Explain the competition process as follows:
  - Remind students that they must verify their speech topics and there will be penalties if they use the same prepared speech twice.
  - Coaches should refrain from talking to students once the competition begins.
- Remind audience:
  - To listen respectfully.
  - To silence their phones.
  - To not interrupt the speaker.
  - No food allowed in the competition rooms.
- Score Sheet:
  - Assign scores to the student for each criterion and calculate the total score.
  - Take a moment to ensure your scoring is consistent.
  - If a paper-based scoring system is used, facilitators will collect the score sheets after each round. However, the hosting region may choose to use the online scoring system exclusively.
- End of Each Round:
  - Offer congratulations and praise to the students for their participation. Some students may want to express their gratitude and shake your hand before leaving.
  - Take a few minutes to review your score sheets and ensure all the required information is completed.
  - After each round, each judge will place their score sheets and the attendance sheet for that round in the appropriate envelope, and the facilitator will deliver them to the scoring hub at the end of each round.
  - Try to take a short break and discuss any adjustments with your co-judge and facilitator if you think anything needs fine tuning.
- End of Tournament:

- o Return all borrowed materials (laptop, binder, judge packet, etc.) to the registration area.
- o Do not forget to pick up your certificate.
- o If you are available and interested, please join us for the awards ceremony.

Competition Day: Extemporaneous Speech Guidelines

- Get familiar with the Judge Packet.
- Make sure your technology works (internet, online system, etc.)
- Before each student starts, please complete all the information on the Evaluation Form.
- Greet students, introduce yourself, and offer some words of encouragement (remind students to learn from each other and give their best effort).
- Explain the competition process as follows:
  - o Let the students know they will receive two or three topics and be provided 10 minutes to prepare a speech for one of them.
  - o After they have prepared, their papers will be collected, and they will be randomly chosen to deliver their speeches. Only the first speaker will stay in the room, while the others wait in the hallway for their turn.
  - o Students are allowed to refer to their paper while giving their speeches.
  - o Once they have presented their speeches, students will remain in the room to listen to the other speeches.
  - o Coaches should refrain from talking to students once the competition begins.
- Remind audience:
  - o To listen respectfully.
  - o To silence their phones.
  - o To not interrupt the speaker.
  - o No food allowed in the competition rooms.
- Score Sheet:
  - o Assign scores to the student foreach criteria and calculate the total score.
  - o Take a moment to ensure your scoring is consistent.
  - o If a paper-based scoring system is used, facilitators will collect the score sheets after each round. However, the hosting region may choose to use the online scoring system exclusively.
- End of Each Round:
  - o Offer congratulations and praise to the students for their participation. Some students may want to express their gratitude and shake your hand before leaving.
  - o Take a few minutes to review your score sheets and ensure all the required information is completed.
  - o After each round, each judge will place their score sheets and the attendance sheet for that round in the appropriate envelope, and the facilitator will deliver them to the scoring hub at the end of each round.

- Try to take a short break and discuss any adjustments with your facilitator if you think anything needs fine tuning.
- End of Tournament:
  - Return all borrowed materials (laptop, binder, judge packet, etc.) to the registration area.
  - Do not forget to pick up your certificate.
  - If you are available and interested, please join us for the awards ceremony.

Competition Day: Debate Guidelines

- Get familiar with the Judge Packet.
- Make sure your technology works (internet, online system, etc.)
- Before the debate begins, please complete all the information on the Debate Evaluation Form. All information will be transferred to the online system at the end of each round.
- Ensure that students are seated on the correct side so that the PRO and CON teams are consistently positioned in the same place in each round. This consistency will facilitate the scoring process. Specifically, seat the PRO team on the left side and the CON team on the right side of the judges.
- Remind audience:
  - To listen respectfully.
  - To silence their phones.
  - To not interrupt the speaker.
  - No food allowed in the competition rooms.
- Greet students, introduce yourself, and offer some words of encouragement (remind students to learn from each other and give their best effort).
- Explain the competition process as follows:
  - Students should refrain from interrupting when the opposing team is speaking.
  - Coaches are advised to take notes and provide feedback to their students between rounds only.
  - During competition rounds, students are not allowed to use any digital devices.
  - Judges have authority to pause the process and request a repetition if something was unclear or not audible to others.
  - Students have the option to request that statements be repeated.
- Inform the teams which position they will be defending and read the PRO/CON statement to provide clarity.
- Start the initial 5-minute preparation time.
- The facilitator will signal when the time is up.
- The judge will instruct Team A, representing the PRO side, to present their opening statement.
- At the end of each phase of the debate (opening, cross examination, etc.), the judge will indicate to the PRO side to commence their remarks.
- Score Sheet:
  - Assign scores to the team in each criterion and calculate the total score.
  - Take a moment to ensure your scoring is consistent.

- - o If a paper-based scoring system is used, facilitators will collect the score sheets after each round. However, the hosting region may choose to use the online scoring system exclusively.
- End of Each Round:
  - o Offer congratulations and praise to the students for their participation. Some students may want to express their gratitude and shake your hand before leaving.
  - o Take a few minutes to review your score sheet and ensure all the required information is completed.
  - o After each round, the judge will place the score sheets and the attendance sheet for that round in the appropriate envelope, and a facilitator will deliver them to the scoring hub.
  - o Try to take a short break and discuss any adjustments with your facilitator if you think anything needs fine tuning.
- End of Tournament:
  - o Return all borrowed materials (laptop, binder, judge packet, etc.) to the registration area.
  - o Do not forget to pick up your certificate.
  - o If you are available and interested, please join us for the awards ceremony.

State Tournament Event Information

This section contains essential logistical details about the upcoming state speech and debate tournament event. Please note that certain particulars, such as the schedules for speech and debate, have not been set and are included here for reference purposes.

MEP Staff Contacts

MCOE MEP Director	MCOE Migrant Program Specialist	CDE Education Programs Consultant
Constantino Silva csilva@montereycoe.org 831-755-6403	Esther Medina emedina@montereycoe.org 831-261-4204	Teresa Palomino tpalomino@cde.ca.gov 916-319-0678

Important Dates

Activity	Date
Registration opens	Monday, March 18, 2024
Complete Online Registration by:	Friday, April 19, 2024
Registration payments due	Friday, April 26, 2024 (Upon receipt of invoice)
Migrant Education Program Excellence in Speech and Debate Leadership Award Nomination Form due	Friday, April 19, 2024
State Speech and Debate Tournament	Friday, May 3 – Sunday, May 5, 2024

Online Registration

Online registration will become available on Monday, March 18, 2024, and should be completed no later than April 19, 2024. Online Registration instructions will be provided at a later date. All adult support personnel (coaches, staff, and judges) requiring lodging and food must be registered by the same date. Invoices will be sent once registration is confirmed by April 19, 2024. Full payment is required upon receipt of the invoice, and checks should be made payable to: **MCOE, MEP Region 16, 901 Blanco Circle, Salinas, CA 93901**. The registration confirmation and invoice will be sent to the Speech and Debate Lead of the MEP subgrantee.

Lodging

Student lodging assignments will be made separately for male and female students, with two to three students sharing a room. Our aim is to keep participants from each participating MEP subgrantee together, while considering room availability. To understand how rooming assignments are determined, please refer to the Student Rooming Information and Consent Form. This form must be completed and signed by each student's parent or guardian. MEP subgrantees are required to maintain a record

of these forms, including student permission slips. Please note that these forms **do not** need to be submitted to the CDE or hosting region.

While the primary goal of the Host MEP Subgrantee is to accommodate all participants in the same hotel, please be aware that overflow hotels may be needed. At least one week before the event, MEP Subgrantees will receive hotel information, including contact numbers, and other details.

For adults, single occupancy rooms are available at an extra cost. Otherwise, adults will be placed in double occupancy rooms. We make every effort to secure the most cost-effective rates for food and accommodation.

Please be aware that, due to the group's size, access to the pool, gym, and locker rooms is not permitted.

Transportation

Every MEP Regional Subgrantee/DFD is responsible for arranging transportation to and from their designated hotel for the students. Please instruct your driver to contact the hotel directly to get directions for bus parking.

On Saturday, May 4, 2024, the MCOE will organize transportation to and from the tournament site. If you require lodging for your bus driver, it is your responsibility to make separate lodging arrangements.

Required Documentation

Each MEP Regional Subgrantee/DFD is responsible for ensuring that all their participants have submitted the required permission forms. During registration, the MEP Director or their representative will need to sign the Tournament Liability Release Form. This confirms that all the necessary documentation has been gathered and is available at the tournament. It also releases the CDE and MCOE and its representatives from any liability or claims.

Supervision

To ensure safety and supervision, all students must be accompanied by their adult chaperones or coaches at both the hotel and the tournament site. It is essential that all participants wear their name badge and medallion at all times. In the event of unsupervised students, they will be guided back to their MEP Subgrantee chaperone. Emergency medical forms are the responsibility of MEP subgrantees, with on-site first aid kits available. Additionally, each subgrantee S&D lead will receive a small first aid kit.

As a minimum requirement, each region is expected to provide one coach or chaperone for every 10 students attending. The hotel will have security personnel monitoring the area from 10 p.m. to 2 a.m., and the MCOE staff will have monitors overseeing the hotel and assisting students in finding their chaperones. Each Region

and DFD is always responsible for the supervision of their participants.

Dress Code

The Speech and Debate learning experience for students involves wearing professional attire for the event. While some clothing may be fitting for a student social event, it is not suitable for formal presentations. Wearing inappropriate attire can divert attention from the speaker's or debater's message. Students are required to wear professional attire, which may include items like a tie, button-up shirt or blouse, slacks, and knee-length skirt (no tennis shoes, flip-flops, or jeans). Failure to dress appropriately may result in point deductions.

Debate teams are encouraged to coordinate their attire. Please go over the distinctions between "professional" and "social" attire with all student participants. It's expected that everyone attending, including coaches, judges, facilitators, staff, and volunteers, sets an example by wearing professional attire.

MEP funds may be allocated for the acquisition of professional attire for this event on a case-by case basis, and only when the following conditions are met:

- There must be an expressed need by the student or parent. MEP subgrantee must document this request in case of an audit or review in the current Individual Needs Assessment (in MSIN)
- The purchase of the attire must align with the state and local needs assessment and contribute to the academic achievement of the child.
- The activity or service meets the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs.

Coaches

Coaches are expected to be present in the debate rooms when their students compete. Other adults in the room will serve as judges, facilitators, photographer/videographer, and possibly CDE staff who will be there to observe the proceedings.

During breaks, coaches should meet with their students to offer feedback and strategic advice. Coaches will be required to follow the Code of Ethics, which must be signed at registration. Anyone found to be in violation of the Code of Ethics, such as coaches observed guiding or signaling students or arguing with judges, , or facilitators during or after a round, will be asked to leave the competition room.

In cases of egregious actions by coaches or competitors, like cheating, outbursts, or intimidation, they may be expelled from the competition room, and penalty points may be deducted from the team's or individual speech competitor's score. The discretion to make such decisions will rest with the individual judge in each case.

Parents

To ensure the best experience for everyone and to manage space and costs effectively parents are not allowed to attend this competition, except for MCOE parent volunteers. Your cooperation and understanding are greatly valued.

Technology Use During Competition

Students will face disqualification if they use technology during the competition, such as smartphones, tablets, or laptops. However, hardcopy notes of any kind are allowed.

Program

Here is an illustrative representation of the tournament schedule.

Friday, May 3, 2024 Embassy Suites Monterey Bay Hotel 1441 Canyon Del Rey Blvd., Seaside, CA, 93955	
Activity	**Time**
Hotel Arrival and Registration	3:00 – 5:00 p.m.
Welcome and Dinner	6:00 p.m.
Orientation/Logistics	8:00 p.m.
Adjournment	9:00 p.m.
Regional Cluster Meetings	9:00 – 10:00 p.m.

Saturday, May 4, 2024 Monterey High School 101 Herrmann Dr., Monterey, CA. 93940	
Activity	**Time**
Breakfast	7:00 – 8:00 a.m.
Transportation to Competition site	8:00 a.m.
Morning Competition (3 rounds, 1 hr. each)	9:00 a.m.
Lunch	12:30 – 2:00 p.m.
Afternoon Competition (1 – 2 rounds, 1 hr. each)	2:15 p.m.
Transportation to Hotel	5:00 p.m.
Dinner/Keynote Speaker	6:00 – 7:00 p.m.
Award Ceremony	7:00 – 9:00 p.m.
Cultural Activities	9:00 – 11:00 p.m.

Sunday, May 5, 2024 Embassy Suites Monterey Bay Hotel 1441 Canyon Del Rey Blvd., Seaside, CA, 93955	
Activity	**Time**
Breakfast	8:00 a.m.
Competition Scores Posted	8:30 a.m.
Evaluation Collection	9:00 a.m.
Hotel Check-out and Departure	9:30 – 10:30 a.m.

Speech and Debate Schedule

Speech Competition Schedule		Debate Competition Schedule	
Round 1	9:00 – 10:00 a.m.	Round 1	9:00 – 10:00 a.m.
Round 2	10:15 – 11:15 a.m.	Round 2	10:15 – 11:15 a.m.
Round 3	11:30 a.m. – 12:30 p.m.	Round 3	11:30 a.m. – 12:30 p.m.
Round 4	2:15 – 3:15 p.m.	Round 4	2:15 – 3:15 p.m.
		Round 5	3:30 – 4:30 p.m.

Description of Estimated Registration Fees

In this section, you will find a detailed explanation of the registration fees and an illustrative example of cost breakdown for a MEP subgrantee.

- Registration fees do not cover transportation costs to and from the MEP subgrantee site. Each MEP subgrantee should make suitable arrangements for transporting students and staff to the state tournament and back to the MEP subgrantee site.
- Transportation will be provided from the hotel to the competition site and back.
- The $450 registration fee per student or adult includes the following:
  - Hotel room for two nights. The number of occupants per room will be determined by MEP subgrantee (minimum 2 with a maximum of 3 persons per room). Each person will have their own bed.
  - Food includes Friday evening dinner, three meals on Saturday, and Sunday morning breakfast.
  - An identification badge and medallion to be worn throughout the tournament weekend.
- The $575 registration fee per adult includes the following:
  - Hotel room for two nights.
  - Food includes Friday evening dinner, three meals on Saturday, and Sunday morning breakfast.
  - An identification badge and medallion to be worn throughout the tournament weekend.
- The $200 tournament-only registration fee per adult includes the following:
  - Three meals on Saturday
  - An identification badge and medallion to be worn throughout the tournament weekend.

Example of Number of Student Participants	
Category of Student Participants	Total Number of Students
7 (seven grades for speech) x 2 (English/Spanish)	14
5 (middle school debate) x 2 (English/Spanish)	10
5 (high school debate) x 2 (English/Spanish)	10
Total Number of Students Attending the Tournament:	34

- An example of the total registration costs per MEP subgrantee is illustrated below. Please note that the cost is calculated based on the assumption that

the maximum allowable number of students will attend, with only 13 adults attending. The actual cost per MEP subgrantee may vary depending on the number of students and adults in attendance.

Example of Total Registration Cost Per MEP Subgrantee	
Number of Attendees X Registration Costs	Total
34 students x $450	$15,300
10 adults (double occupancy) x $450	$4,500
1 adult (single occupancy) x $575	$575
2 adults (Saturday registration only) x 200	$400
Total Registration Cost per MEP Subgrantee:	$20,775

Trophies

Awards will be presented for both Spanish and English events, honoring 1st, 2nd, and 3rd place winners in the following manner:
- Six team trophies for High School Debate + 30 individual debate competitor trophies
- Six team trophies for Middle School Debate + 30 individual debate competitor trophies
- 24 trophies for High School Prepared Speech (by grade level)
- 18 trophies for Middle School Prepared Speech (by grade level)
- 24 trophies for High School Extemporaneous Speech (by grade level)
- 18 trophies for Middle School Extemporaneous Speech (by grade level)

The Migrant Education Program Excellence in Speech and Debate Leadership Award

The purpose of this award is to honor a current student competitor who embodies the following characteristics:

- Fosters encouragement and motivation among peers.
- Demonstrates selflessness.
- Provides encouragement while challenging teammates to excel.
- Maintains a positive attitude.
- Views challenges as opportunities.
- Engages actively and wholeheartedly.
- Takes initiative.
- Persists in the face of adversity.
- Serves as a promoter, recruiter, and motivator.

Students who exhibit these qualities may not necessarily be your top performers; we are not seeking the most eloquent speaker. Instead, we are seeking the student who dedicates significant effort for the team's benefit and sustains and inspires a positive competitive spirit among others (including determination, risk-taking, academic, and personal growth, appreciation, and humility).

To participate, submit the Migrant Education Program Excellence in Speech and Debate Leadership Award Nomination Form Nomination Form, signed by the MEP Director, to the MCOE MEP at emedina@montereycoe.org by April 19, 2024. The host region will assemble a committee to assess nominations and choose the 2024 recipient, who will be honored during the awards ceremony.

General Resources

Speech and Debate Timeline and Pacing Guide

The following speech and debate timeline and pacing guide is presented as a best practice for structuring your speech and debate instructional programs. Please feel free to make any necessary adjustments to better suit the needs of your students.

Speech and Debate Timeline and Pacing Guide		
Week	**Speech**	**Debate**

1	**Goals:**
	
	• Foster a sense of community within the team.
	
	• Begin to build public speaking skills. Have students read the (divide by paragraphs).
	
	• If available, record students delivering a preliminary speech to gauge their initial public speaking abilities. Students often enjoy witnessing their progress over the six-week period.
	
	• Introduce extemporaneous speaking techniques.
	
	• Review the timeline with students.
	
	• Familiarize students with speech formats and the judging rubric.
	
	• Begin the expansion of vocabulary related to the chosen topics.
	
	• Topic orientation:
	  • Assess prior knowledge and feelings about the topic.
	  • Provide an overview of the topic to enhance their understanding.
	  • If computer access is available, introduce the use of S&D Speech Frames on Google Docs .
	  • Start identifying pro and con arguments, as well as critical questions.
		Goals:
		
		• Foster a sense of community within the team.
		
		• Begin to build public speaking skills.
		
		• Review the timeline with students.
		
		• Review the debate format with students.
		
		• Begin to expansion of vocabulary related to the chosen topics.
		
		• Topic orientation:
		  • Assess prior knowledge and feelings about the topic.
		  • Provide an overview of the topic to enhance their understanding.
		  • If computer access is available, introduce the use of Google Docs debate argument organizer templates.
		  • Start identifying pro and con arguments, as well as critical questions.

2	**Goals:** • Develop public speaking skills through extemporaneous speaking exercise warm-ups. • Watch videos of young speakers (e.g., TED Talks, etc.). First, watch them with the sound off, and then with the sound on to identify various strategies for effective expression. • Have students choose their position on the topic. • Review speech frame/structure. • Enhance vocabulary, both general and	**Goals:** • Develop public speaking skills through extemporaneous speaking exercise warm-ups. • Watch videos of young speakers (e.g., TED Talks, etc.). First, watch them with the sound off, and then with the sound on to identify various strategies for effective expression. • Enhance vocabulary, both general and topic specific. • Review point/counterpoint cards, which are tools for developing arguments.

	topic specific. • Engage in guided and independent research, including reviewing articles and infographics to develop arguments and identify supporting evidence.	• Encourage students to continue their research.
3	**Goals:** • Develop public speaking skills through extemporaneous speaking exercise warm-ups. • Introduce the concept of a "hook." • Guide students in developing their thesis statements and initiating work on a hook for their speeches. • Enhance vocabulary, both general and topic specific. • Utilize an argument matrix to list arguments and supporting evidence. • Prompt students to start writing their speeches. • Emphasize the performance aspect, as well as extemporaneous speech and frames.	**Goals:** • Develop public speaking skills through speaking exercise warm-up activities. • Enhance vocabulary. • Document research findings using the point/counterpoint format to develop PRO/CON positions. • Begin practicing point/counterpoint exchanges. • "Perform" a model debate script so students can practice the roles and the language. • If available, record students for the "pre-version" of themselves as a debate team. Students often enjoy witnessing their progress over the six-week period. • Practice taking notes. This skill will be beneficial during the debate.
4	**Goals:** • Develop public speaking skills through extemporaneous speaking exercise warm-ups. • Enhance vocabulary. Focus on transitional words. • Have students complete their first and second drafts of their speeches. • Provide students with practice opportunities to read their speeches in front of the group.	**Goals:** • Assign team roles (if student's have not already identified them). • Consolidate and coordinate arguments, including the argument, counterargument, and rebuttal for both the PRO and CON sides. • Have the entire team collaborate on writing the opening statement and develop the closing statement. Everyone should participate in creating the opening, not just the designated Opener. • Engage in practice sessions.
5	**Goals:** • Develop public speaking skills through extemporaneous speaking exercise warm-ups. • Add the finishing touches to the speeches. • Provide students with opportunities to practice delivering their speeches and receive feedback on their performance. • It is recommended to meet three times a week during the final two weeks.	**Goals:** • Further refine the opening and closing statements. • Emphasize performance aspects, including notetaking, asking questions, and responding effectively. • Encourage students to practice putting arguments, questions, and responses into their own words. • It is recommended to meet three times a week during the final two weeks.
6	**Goals:** • Students focus on memorizing their speeches (though not mandatory, it instills confidence and helps them truly embody their speeches). • Students present their speeches to the entire group, with peers assessing them	**Goals:** • Divide the team into PRO and CON sides and conduct practice debates with all roles performed. Students should practice presenting in various roles to ensure they can spontaneously perform each role effectively, as well as assigned seating

	using the evaluation form and provide feedback and internalize the rubric's criteria. • If possible, record the students for a "post" version of their speaking abilities, as was done in week one. Students will appreciate comparing their pre- and post-speech delivery. • It is recommended to meet three times a week during the final week.	arrangements • If possible, record the students for a "post" version of their speaking abilities, as was done in week one. Students will appreciate comparing their pre- and post-speech delivery. • It is recommended to meet three times a week during the final week.

English Language Arts Standards

The Speech and Debate Tournament provides a meaningful context for migratory students to strengthen their English language skills by applying and practicing key syntactic structures and academic vocabulary in all areas of English language development (speaking, listening, reading and writing), directly addressing the English Language Development and Language Arts Common Core State Standards and the Common Core en Español with Linguistic Augmentations available on the California Department of Education webpage at: http://www.cde.ca.gov/re/cc/eldresources.asp. The Speech and Debate Tournament also provides a venue for students who are pursuing a State Seal of Biliteracy (SSB) to demonstrate their verbal fluency both in English and Spanish. The SSB is a program that recognizes high school graduates who have attained high level of proficiency in speaking, reading, and writing one or more languages in addition to English. The Speech and Debate Tournament provides the opportunity for migratory students to practice their speaking skills in two languages.

English Language Arts College and Career Readiness Anchor Standards Grades 6–12

Reading

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the selection, organization, and analysis of content.
- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Speaking and Listening

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Language

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Rooming Information and Consent Form – English

Student Rooming Information and Consent Form

Monterey County Office of Education will host the 2024 State Speech & Debate Tournament in Monterey, California on May 3–5, 2024. Hotel accommodation for the group have been made at the Embassy Suites Monterey Bay Hotel and overflow at the Hyatt Regency Monterey Hotel in Seaside, California. Hotel personnel have assigned a limited amount of single occupancy rooms, double occupancy rooms, and triple occupancy rooms to the State Speech and Debate Tournament group.

All rooming assignments at the Embassy Suites Monterey Bay Hotel and Hyatt Regency Monterey Hotel will be made as space allows after student registration is completed. Note: All students will be assigned 2-3 students per room, each with their own bed / pull-out bed.

PARENT CONSENT

I,_____parent/guardian of_____
hereby give consent to the State Speech and Debate Tournament and the
Monterey County Office of Education, Migrant Education Program, Region 16 and its employees to make the necessary/appropriate rooming assignment for my child. I acknowledge that I have read the above information and understand that my child will be assigned to a room with one or two other student(s) of the same gender and grade level.

Parent/Guardian: _____ Date: _____

School: _____ Region/District: _____

Telephone #: _____Alternate Telephone #: _____

Student Rooming Information and Consent Form – Spanish

Formulario de Consentimiento y Alojamiento

La Oficina de Educación del Condado de Monterey será anfitrión del Torneo Estatal de Discurso y Debate 2024 en Monterey, California, del 3 al 5 de mayo de 2024. El hospedaje de hotel para el grupo se ha reservado en el hotel [Hotel Name] y en [Hotel Name] Seaside, California. El personal del hotel ha asignado una cantidad limitada de habitaciones de uso individual (1 cama king), habitaciones de uso doble (2 camas dobles) y habitaciones de uso triple (2 camas dobles y 1 cama plegable) al grupo del Torneo Estatal de Discurso y Debate.

Todas las asignaciones de hospedaje en [Nombre del hotel] o [Nombre del hotel] se realizarán según lo permita el espacio después de completar el registro de los estudiantes.

CONSENTIMIENTO DEL PADRE

Yo,_____padre/tutor de_____
por este medio doy consentimiento al Torneo Estatal de Discurso y Debate y a la **Oficina de Educación del Condado de Monterey, Programa de Educación Migrante, Región I6** y sus empleados a hacer la asignación de hospedaje necesaria/apropiada para mi hijo/hija. Confirmo que he leído la información anterior y entiendo que mi hijo/a será asignado a una suite con uno o dos estudiantes más del mismo sexo.

Padre/Guardian: _____ Fecha:_____

Escuela: _____ Región/Distrito:_____

de Teléfono: _____ # de Teléfono Alternativo: _____

Tournament Liability Release Form

Tournament Liability Release Form
(Confirmation by Migrant Education Program Subgrantee Designee)
To be completed by Friday, May 3, 2024, during hotel check-in/registration

I **(name),**_____**(title)**_____
hereby acknowledge that all participants from MEP subgrantee_____,
attending the 2024 State Speech and Debate Tournament in Monterey, California
have completed all the necessary permission forms. I believe all participants are
physically able to participate without damaging his/her health. I, as the official
designee of my MEP subgrantee, release Monterey County Office of Education,
Migrant Education Program and its agents from liability arising from physical
limitations that would deem such participation as inadvisable. As stated in California
Education Code Section 35330, I understand that by signing this document, the
aforementioned subgrantee holds Monterey County Office of Education, Migrant
Education Program, its officers, agents, and employees harmless from all liability or
claims, which may arise out of or in connection with our students' participation in
this activity. I also hereby confirm that our MEP subgrantee office has received
parental authorization to provide medical care, including treatment at the nearest
medical facility for our migratory students in any emergency which may occur while
he or she is in attendance in the tournament. This includes permission to administer
a tetanus shot or booster if deemed advisable by a physician. The hosting region
also has permission to transport, photograph, videotape and interview our students
during supervised tournament activities for educational or documentation purposes.

Signature   Date

Name (Please print clearly)

School   Region/District

Work Phone   Cell Phone

35

Code of Ethics

Code of Ethics for Coaches, Teachers, and Judges
Speech and Debate Tournament
To be completed by Friday, May 3, 2024, during hotel check-in

Article 1: Responsibilities to Students

- The coach and teacher should never place the value of winning over the safety and welfare of the students.
- Considerable emphasis should be placed on positive character traits, fair play, civil discourse, and fun.
- Each practice should be pre-planned and well organized.
- Coaches and teachers have a responsibility to always compete within the rules and not tolerate any unsportsmanlike behavior from their students, regardless of the situation.
- Demands on students should never be so extensive as to interfere with students' academic progress.

Article 2: Responsibility to the Migrant Education Program

- The function of the coach and teacher is to contribute to the education and well-being of the student. This must never be disregarded.
- The coach and teacher must behave in such a manner that the principles, integrity, and dignity of the Migrant Education Program (MEP) are not compromised.
- Coaches and teachers must support and accept all decisions made by judges, officials, and the host region.

Article 3: Rules of the Tournament

- Coaches, judges, and teachers must be thoroughly acquainted with the rules of the tournament.
- Coaches, judges, and teachers must adhere to the letter and spirit of these rules.
- Coaches, judges, and teachers who circumvent the rules or use improper tactics will not be permitted to compete in the tournament as determined by a judge, officials, and the host region.
- Coaches, judges, and teachers must be thoroughly acquainted with the rules of the MEP.

Article 4: Decorum and Decisions

- Officials, coaches, students, staff, and judges are to be treated with respect.
- Coaches are to never address officials or judges in a demeaning fashion before, during, or after the tournament.
- A coach, teacher, or judge must not incite students or parents against the judges, officials, or other coaches and students.
- All decisions of the judges and officials are final. There is no appeal process.
- The behavior of a coach, teacher, or judge must be such as to bring credit to themselves, the team, and the MEP.
- Coaches, teachers, and judges have a responsibility to be as inconspicuous as possible during the actual competition.
- The attitude of coaches towards officials should be controlled and undemonstrative.

As a coach, teacher, or judge, I am in agreement with the ethics policy and will abide by the rules, standards, and responsibilities given to me.

Signature	Date
Name (Please print clearly)	
School(s)	Region/District
Work Phone	Cell Phone

The Migrant Education Program Excellence in Speech and Debate Leadership Award Nomination Form

The purpose of this award is to honor a current student competitor who embodies the following characteristics:

- Fosters encouragement and motivation among peers.
- Demonstrates selflessness.
- Provides encouragement while challenging teammates to excel.
- Maintains a positive attitude.
- Views challenges as opportunities.
- Engages actively and wholeheartedly.
- Takes initiative.
- Persists in the face of adversity.
- Serves as a promoter, recruiter, and motivator.

Region/DFD: _____ County: _____

Nominated by: _____ Title: _____

Name of Student: _____ Grade: _____

School: _____City: _____

Area of Competition (Speech or Debate): _____

Nomination Narrative (100 word maximum):

_____
_____
_____
_____
_____
_____

MEP Director Signature: _____ Date: _____

Speech Resources

Prepared and Extemporaneous Speech Rubric – English

The following speech rubric will apply to both middle and high school participants during the state tournament. The evaluation forms utilized by the state tournament judges are aligned with this rubric. Please be aware that for your local subgrantee tournament, if you're using the online system, participants will be expected to use this speech rubric to maintain consistency.

Prepared and Extemporaneous Speech Rubric - English				
Rating	**Excellent** **4**	**Good** **3**	**Satisfactory** **2**	**Poor** **1**
Criteria				
Introduction	Powerful hook, clear thesis statement, previews the main arguments in a cohesive and powerful manner	Meets all criteria but lacks cohesiveness in their main arguments	Meets two criteria	Meets only one criterion
Body Refer to evaluation forms for differences between prepared and extemporaneous arguments	Main arguments are clear, well-supported with credible evidence and powerful examples	Main points are clear with some support and examples	Main points lack clarity, need additional sources and examples	Main points are not clear, no support sources or examples
Counter Arguments	Can articulate opposing viewpoint and challenge its supporting arguments and evidence in a credible way	Demonstrates awareness of opposing viewpoint and challenges supporting arguments and evidence	Shows awareness of opposing viewpoint but does not challenge evidence	Does not demonstrate awareness of opposing viewpoints
Conclusion	Thoroughly reviews main points, brings closure, uses a powerful closing hook statement	Reviews main points, brings closure, uses a closing hook statement	Reviews main points, brings closure	Does not bring closure, the audience is left hanging
Originality and Creativity	Word choice is inventive and sophisticated, vivid descriptive details are present, writing	Some inventive and sophisticated word choice, vivid and descriptive details are present, writing	Some inventive word choice, some descriptive details are present	Basic word choice, lack of descriptive details

	reflects a unique personal voice	reflects a unique personal voice		
Use of Language	Use of academic vocabulary (topic specific and awareness of genre), sentence structures	Use of academic vocabulary is mostly topic specific and provides no clear transitions	Use of academic vocabulary limited and provides no transitions	Use of language is inappropriate/ ineffective
Speaking Qualities	Deliberate vocalized pauses, intonation, enunciation, rate, and volume contributes to effectiveness of the speech	Deliberate speaking contributes to the effectiveness of the speech; not distracting	Deliberate speaking was ineffective, caused confusion, or was distracting	Body language, gestures, and facial expressions are lacking or inappropriate
Eye Contact	Maintains eye contact with audience all the time (except for brief glances at notes)	Maintains eye contact with audience less than 80 percent of the time	Maintains eye contact with audience less than 50 percent of the time	Little or no eye contact
Body Language	Body language, gestures, and facial expressions add significance to the message and heighten persuasive power	Body language complements the message	Body language does little to enhance the message and lacks variety and spontaneity	Body language distracts from the message
Overall Poise	Appropriate attire, extremely confident and self-assured	Appropriate attire, confident	Appropriate attire, somewhat confident	Lack of appropriate attire, lack of confidence

Prepared and Extemporaneous Speech Rubric – Spanish

Rúbrica del Discurso Preparado y Extemporáneo – Español				
Calificación	Excelente 4	Bueno 3	Satisfactorio 2	Deficiente 1
Criterio				
Introducción	El enganche es convincente, la declaración de la tesis es clara, se anticipan los argumentos principales de manera cohesiva y convincente	Cumple con todos los criterios, pero carece de cohesión en sus argumentos principales.	Cumple dos criterios	Cumple solo un criterio
Cuerpo Consulte los formularios de evaluación para conocer las diferencias entre argumentos preparados y extemporáneos.	Los argumentos principales son claros y están bien respaldados con pruebas fiables o ejemplos convincentes	Los puntos principales son claros, hay un poco de respaldo y algunos ejemplos	Los puntos principales no son lo suficientemente claros; se necesitan más fuentes y ejemplos	Los puntos principales no son claros; no hay fuentes de respaldo ni ejemplos
Argumentos En Contra	Puede articular un punto de vista contrario y cuestionar los argumentos o las pruebas de respaldo de manera creíble	Demuestra conocimiento del punto de vista contrario y cuestiona los argumentos o pruebas de respaldo	Muestra conocimiento del punto de vista contrario, pero efectivamente no cuestiona las pruebas	No demuestra conocimiento de los puntos de vista contrarios
Conclusión	Repasa los puntos principales a fondo, da un cierre, utiliza una declaración de cierre con un enganche convincente	Repasa los puntos principales, da un cierre, utiliza una declaración de cierre con el enganche	Repasa los puntos principales, da un cierre	No da un cierre, la audiencia se queda esperando
Originalidad y Creatividad	La selección de palabras es ingeniosa y sofisticada, hay detalles descriptivos y vívidos, la escritura y redacción reflejan	Hay algunas palabras ingeniosas y sofisticadas, hay detalles descriptivos y vívidos, la escritura y redacción reflejan	Hay algunas palabras ingeniosas, hay algunos detalles descriptivos	Selección de palabras básicas, falta de detalles descriptivos

	una opinión única y personal	una opinión única y personal		
Uso del Lenguaje	Uso de vocabulario académico (propio del tema y con conocimiento del género) y de estructuras oracionales	El uso de vocabulario académico es principalmente propio del tema y no hay transiciones claras	Uso de vocabulario académico limitado y sin transiciones	El uso del lenguaje es inapropiado o ineficaz
Cualidades de la Expresión Oral	Las pausas vocalizadas e intencionales, entonación, enunciación, velocidad y volumen contribuyen a la eficacia del discurso	La expresión oral deliberada contribuye a la eficacia del discurso y no distrae	La expresión oral deliberada fue ineficiente, causó confusión o provocó distracción	El lenguaje corporal, los gestos y las expresiones faciales son insuficientes e inapropiados
Contacto Visual	Mantiene contacto visual con la audiencia prácticamente todo el tiempo (excepto por los breves momentos para ver sus notas)	Mantiene contacto visual con la audiencia menos del 80 por ciento del tiempo	Mantiene contacto visual con la audiencia menos del 50 por ciento del tiempo	Contacto visual escaso o nulo
Lenguaje Corporal	El lenguaje corporal, los gestos y las expresiones faciales agregan sentido al mensaje y aumentan el poder persuasivo	El lenguaje corporal complementa el mensaje	El lenguaje corporal aporta poco para realzar el mensaje, y no es variado ni espontáneo	El lenguaje corporal desvía la atención del mensaje
Apariencia y Aplomo General	Vestimenta apropiada, muestra gran confianza y seguridad en sí mismo	Vestimenta apropiada, muestra confianza y seguridad en sí mismo	Vestimenta apropiada, muestra un poco de confianza y seguridad en sí mismo	Vestimenta no es apropiada, falta de confianza en sí mismo

Prepared and Extemporaneous Speech Time Rubric – English

Prepared and Extemporaneous Speech Time Rubric - English		
	Prepared Speech	**Extemporaneous Speech**
Criteria	**Middle School (sixth–eighth):** Minimum three minutes; Maximum four minutes. **High School (ninth–twelfth):** Minimum four minutes; Maximum five minutes. Overall score of "0" for the round if the minimum time is not met. Going over maximum time by more than 10 seconds will result in a deduction of four points.	**Middle School (sixth–eighth):** Minimum one and a half minutes; Maximum three minutes. **High School (ninth–twelfth):** Minimum two minutes; Maximum four minutes. Overall score of "0" for the round if the minimum time is not met. Going over maximum time by more than 10 seconds will result in a deduction of four points.

Prepared and Extemporaneous Speech Time Rubric – Spanish

Rúbrica de la Duración del Discurso Preparado e Extemporáneo - Español		
	Discurso Preparado	**Discurso Extemporáneo**
Criterio	**Escuela secundaria (sexto–octavo):** Tres minutos como mínimo; Cuatro minutos como máximo. **Preparatoria (noveno–doceavo):** Cuatro minutos como mínimo; Cinco minutos como máximo. Puntuación total de "0" en la ronda si no se alcanza el tiempo mínimo. Si se sobrepasa el tiempo máximo por más de 10 segundos, se restarán 4 puntos.	**Escuela secundaria (sexto–octavo):** Un minuto y medio como mínimo; Tres minutos como máximo. **Preparatoria (noveno–doceavo):** Dos minutos como mínimo; Cuatro minutos como máximo. Puntuación total de "0" en la ronda si no se alcanza el tiempo mínimo. Si se sobrepasa el tiempo máximo por más de 10 segundos, se restarán 4 puntos.

Prepared Speech Evaluation Form – English

Student Name: _____   Language: _____   Grade: _____

School/District: _____   Region: _____

Prepared Speech Rounds: First _____   Fourth _____   Speech Time: _____

Scoring Scale

4 Excellent	3 Good	2 Satisfactory	1 Poor

Criteria	Score
Introduction: Hook, thesis statement, preview of three arguments	
Body: Clear and supported main arguments with credible evidence and/or powerful examples	
Counterarguments: Articulates opposing viewpoint and challenges supporting argument/evidence in a credible way	
Conclusion: Reviews main points, brings closure, and powerful hook	
Originality/Creativity: Incentive and sophisticated word choice, vivid details, and unique personal voice	
Language: Academic vocabulary and appropriate sentence structure	
Speaking Qualities: Enunciation and Intonation, vocal rate, and volume	
Eye Contact: Maintains appropriate eye contact with audience and judges	
Body Language: Authoritative posture, gestures and facial expressions that add to the message and heighten persuasive power	
Overall Poise: Professional attire, confident, and self-assured	
Score Sub-Total:	
Time: Prepared Speech Sixth through eighth: Minimum **three** minutes/Maximum **four** minutes Ninth through twelfth: Minimum **four** minutes/Maximum **five** minutes	
Penalties (If Applicable): • Overall score of zero for the round if the minimum time is not met • Going over maximum time by more than 10 seconds will result in a deduction of four points	
TOTAL:	

Name of Judge:_____   Signature of Judge: _____

44

Prepared Speech Evaluation Form – Spanish

Participante: _____ Lenguaje: _____ Grado: _____

Escuela/Distrito: _____ Región: _____

Rondas de Discurso Preparado: Primera _____ Cuarta _____ Tiempo del Discurso: _____

Escala

4	3	2	1
Excelente	Bueno	Satisfactorio	Débil

Criterios	Puntos
Introducción: El enganche, declaración de la tesis, presentación de 3 puntos clave	
Cuerpo: Puntos principales son claros y respaldados con evidencia creíble y/o ejemplos fuertes	
Argumentos en Contra: Demuestra conocimiento de perspectivas opuestas y contrarrestan las perspectivas de una forma creíble	
Conclusión: Repasa puntos principales, trae resolución, usa un enganche fuerte para concluir	
Originalidad/Creatividad: Selección de palabras ingeniosas y sofisticadas, detalles vividos, y voz personal única	
Lenguaje: Vocabulario académico (específico al tema y palabras de transición) y estructura sintáctica	
Cualidades de Hablar: Enunciación y entonación, velocidad oratoria y volumen	
Contacto Visual: Mantiene contacto visual apropiado con la audiencia y jueces	
Lenguaje del Cuerpo: Postura, gestos y expresividad de cara que agrega significado al mensaje y aumenta el poder persuasivo	
Apariencia y Aplomo General: Vestuario profesional, confidente, y seguro de sí mismo	
Puntuación Subtotal:	
Tiempo: Discurso Preparado — Sexto al octavo: Mínimo **tres** minutos / Máximo **cuatro** minutos — Noveno al doceavo: Mínimo **cuatro** minutos / Máximo **cinco** minutos	
Penalización (si aplica): • Puntuación Total de "0" para la ronda si no se satisface el tiempo mínimo • Pasando el tiempo máximo por más de 10 segundos resultará en una deducción de 4 puntos	
Total:	

Nombre del Juez: _____ **Firma del Juez**: _____

Extemporaneous Speech Evaluation Form – English

Student Name: _____ Language: _____ Grade: _____

School/District: _____ Region: _____

Extemporaneous Speech Rounds: Second _____ Third _____ Speech Time: _____

Scoring Scale

4	3	2	1
Excellent	Good	Satisfactory	Poor

Criteria	Score
Introduction: Hook, thesis statement, preview of three arguments	
Body: Clear and supported main arguments with powerful examples	
Counterarguments: Articulates opposing viewpoint and challenges supporting argument/evidence in a credible way	
Conclusion: Reviews main points, brings closure, and powerful hook	
Originality/Creativity: Incentive and sophisticated word choice, vivid details, and unique personal voice	
Language: Academic vocabulary and appropriate sentence structure	
Speaking Qualities: Enunciation and intonation, vocal rate, and volume	
Eye Contact: Maintains appropriate eye contact with audience and judges	
Body Language: Authoritative posture, gestures and facial expressions that add to the message and heighten persuasive power	
Overall Poise: Professional attire, confident, and self-assured	
Score Sub-Total:	
Time: Extemporaneous Speech Sixth through eighth: Minimum **one** and **a half** minutes/Maximum **three** minutes Ninth through twelfth: Minimum **two** minutes/Maximum **four** minutes	
Penalties (If Applicable): • Overall score of zero for the round if the minimum time is not met • Going over maximum time by more than 10 seconds will result in a deduction of four points	
Total:	

Name of Judge:_____ Signature of Judge: _____

Extemporaneous Speech Evaluation Form – Spanish

Participante: _____ Lenguaje: _____ Grado: _____

Escuela/Distrito: _____ Región: _____

Rondas de Discurso Extemporáneo: Segunda _____ Tercera _____ Tiempo del Discurso: _____

Escala

4	3	2	1
Excelente	Bueno	Satisfactorio	Débil

Criterios	Puntos
Introducción: El enganche, declaración de la tesis, presentación de 3 puntos claves	
Cuerpo: Puntos principales son claros y respaldados con ejemplos fuertes	
Argumentos en Contra: Demuestra conocimiento de perspectivas opuestas y contrarrestan las perspectivas de una forma creíble	
Conclusión: Repasa puntos principales, trae resolución, usa un enganche fuerte para concluir	
Originalidad/Creatividad: Selección de palabras ingeniosas y sofisticadas, detalles vividos, y voz personal única	
Lenguaje: Vocabulario académico (específico al tema y palabras de transición) y estructura sintáctica	
Cualidades de Hablar: Enunciación y entonación, velocidad oratoria y volumen	
Contacto Visual: Mantiene contacto visual apropiado con la audiencia y jueces	
Lenguaje del Cuerpo: Postura, gestos y expresividad de cara que agrega significado al mensaje y aumenta el poder persuasivo	
Apariencia y Aplomo General: Vestuario profesional, confidente, y seguro de sí mismo	
Puntuación Subtotal:	
Tiempo: Discurso Extemporáneo Sexto al octavo: Mínimo **1** minuto y **30** segundos / Máximo **tres** minutos Noveno al doceavo: Mínimo **dos** minutos / Máximo **cuatro** minutos	
Penalización (si aplica): • Puntuación total de "0" para la ronda si no se satisfice el tiempo mínimo • Pasando el tiempo máximo por más de 10 segundos resultará en una deducción de 4 puntos	
Total:	

Nombre del Juez: _____ **Firma del Juez:** _____

47

Debate Resources

Debate Structure and Procedures

The state tournament will adhere to the following debate structure and procedures, which should serve as a valuable reference for debate instruction and the creation of instructional materials.

Debate Structure and Procedures		
Steps	**Actions**	**Time Available**
Step 1	• The Facilitator calls the debate to order. • The Facilitator keeps speakers within time constraints and announces the time available.	
Step 2	• The Judge designates which team will take the affirmative (PRO) and negative (CON) position.	No time counted
Step 3	• Both sides prepare for debate.	Five minutes
Step 4	• PRO position presents Opening statement. • The Opener puts forth the overall argument of the PRO position. • The CON team takes notes to respond or to question later.	Maximum of five minutes
Step 5	• The CON position presents Opening statement. • The Opener describes the overall argument of the CON position. • The PRO team takes notes to respond or to question later.	Maximum of five minutes
Step 6	• Both teams prepare for cross-examination.	Three minutes
Step 7	• The PRO Cross Examiner initiates cross examination questions to the CON team about the arguments and evidence presented in their opening statement. • The Cross Examiner will ask a minimum of 2 questions and the Responder and Rebutter may add questions. • The Cross Examiner will also close the Cross-Examination phase for his/her team. • The CON team takes detailed notes to respond or to question later.	
Step 8	• The CON Cross Examiner initiates cross examination questions to the PRO team about the arguments and evidence presented in their opening statement. • The Cross Examiner will ask a minimum of 2 questions and the Responder and Rebutter may add questions. The Cross Examiner will also close the cross-examination phase for his/her team. • The PRO team takes detailed notes to respond or to question later.	
Step 9	• Both teams prepare for response.	Three minutes

Debate Rubric – English

The following debate rubric will apply to both middle and high school participants during the state tournament. The evaluation forms utilized by the state tournament judges are aligned with this rubric. Please be aware that for your local subgrantee tournament, if you're using the online system, participants will be expected to use this debate rubric to maintain consistency.

Debate Rubric-English					
Rating	**Exceptional 5**	**Excellent 4**	**Good 3**	**Poor 2**	**Did not prepare 1**
Criteria					
Opening Phase	Clear, well-organized and compelling formulation of team's position. Remarkably expressive presentation	Clear, well-organized and compelling formulation of team's position	Satisfactory organization but lacking a compelling presentation	Poorly organized and vague presentation of team's position	Unclear presentation of team's position
Interrogation Phase	Asked at least three challenging questions to address points raised in the opposing team's opening statement as well as challenging underlying premises	Asked three challenging questions to address points raised in the opposing team's opening statement	Asked one or two relevant challenging questions	Asked one or two relevant questions, though the questions did not challenge the evidence or key points raised by opposing team	Questions posed did not address points raised in the opposing team's opening statement
Response Phase	Responded to questions posed in a thorough and accurate way, powerfully defending the credibility of team's position providing additional evidence or pointing out logical flaws in opponent's thinking	Responded to questions posed in a thorough and accurate way, powerfully defending the credibility of team's Position	Responded to questions posed in a thorough way	Responded to most questions posed, though the response did not always serve to strengthen team's position	Did not respond to the questions posed

Rebuttal Phase	Challenged opposing team's responses with effective and compelling counter arguments	Challenged opposing team's responses with effective counter arguments	Challenged opposing team's responses with some effective counter arguments	Challenged opposing team's responses with few effective counter arguments	Did not challenge opposing team's responses
Closing Phase	Integrates through review of team's position and evidence and includes a closing hook statement as well as impromptu comments on issues which arose during the debate	Integrates a thorough review of team's position and evidence and includes a closing hook statement	Integrates a thorough review of team's position and evidence	Poorly organized and does not address key points	Unorganized and does not address key points
Used Credible Evidence to Support Position	Robust and varied evidence used with credible sources clearly cited as well as compelling examples	Strong evidence used with credible sources clearly cited as well as compelling examples	Some evidence used with credible sources clearly cited with some examples	Some evidence used though sources are not clearly cited. Argument depends more on emotional appeal	Little credible evidence or use of powerful examples
Preparation for the Debate	Debaters were extremely organized and confident; presented arguments convincingly with frequent off-script comments, they were audible with exceptional expressiveness	Debaters were clearly organized and confident; presented arguments convincingly and off-script comments were used regularly; they were audible with a high level of expressiveness	Debaters were clearly organized and confident; presented arguments well, though little use of off-script comments and prepared remarks, they were audible with some level of expressiveness	Debaters were organized but lack confidence and fluency in the presentation of their case. No use of off-script comments, they were audible but not expressive	Debaters were clearly unprepared to debate, they were barely audible and non- expressive
Respected the Integrity of the Debate Process	Each team member had a clearly assigned role taking the lead in one of the five phases of the debate. In middle phases not one person dominated. Cross examiner, responder, and rebutter made	Each team member had a clearly assigned role taking the lead in one of the five phases of the debate. In middle phases not one person dominated. However, Cross examiner, responder, and rebutter did not all make	Each team member had a clearly assigned role taking the lead in one of the five phases of the debate. During middle phases, one team member took a dominant role	Each member had a lead role though it was performed at a minimal level at which point other team members took over	Each team member did not have a clearly assigned role in one of the five phases

	significant contributions	significant contributions			
Collaboration	Team members were attentive, took notes during opposing team presentations and during prep periods all members contributed actively to discussion, and not one person dominated the process.	Team members were attentive, most took notes during opposing team presentations and during prep periods, though one person tended to dominate the process.	Team members were attentive, most took notes during opposing team presentations and during prep periods, though one or two people tended to dominate the process.	Team members shared the work but did not fully take advantage of the opportunity to collaborate. Students were quickly off topic or seemed distracted.	Only one or two team members actively contributed during the preparation periods or took notes. Students were quickly off topic or seemed distracted.
Respectful Presentation	Interaction with opposing team, while perhaps assertive was always respectful and appropriately aligned both in phase and content, in addition to incorporating stylistic flourishes emphasizing the formality and the auspiciousness of the interaction. Team attire created strong team identity and reflected the academic nature of the event.	Interaction with opposing team, while perhaps assertive was always respectful and appropriately aligned both in phase and content. Team attire created strong team identity and reflected the academic nature of the event.	Interaction with opposing team, while perhaps assertive was always respectful. Team attire created some semblance of team identity and reflected the academic nature of the event.	Assertiveness occasionally gave way to disrespect or created a hostile atmosphere. Students made disrespectful comments under their breath or to one another or used body language (i.e., rolling their eyes to indicate lack of respect). Attire was inappropriate and uncoordinated, lacking any team identity.	Assertiveness gave way to disrespect and created a hostile atmosphere. Students made disrespectful comments under their breath or to one another or used body language (i.e., rolling the eyes, to indicate lack of respect). Attire was highly inappropriate and uncoordinated, lacking any team identity

Debate Rubric – Spanish

Rúbrica del Debate – Español					
Clasificación	**Excepcional 5**	**Excelente 4**	**Bueno 3**	**Deficiente 2**	**No Se Preparó 1**
Criterios					
Fase de Apertura	Formulación de la apertura fue clara, bien organizada y convincente de la postura del equipo. Presentación notablemente expresiva	Formulación de la apertura fue clara, bien organizada y convincente de la postura del equipo	Organización satisfactoria, pero sin presentación convincente	Presentación mal organizada y confusa de la postura del equipo	Presentación poco clara de la postura del equipo
Fase de Interrogación	Se hicieron como mínimo tres preguntas desafiantes para cuestionar puntos planteados en la declaración inicial del equipo contrario y para cuestionar las premisas subyacentes	Se hicieron tres preguntas desafiantes para cuestionar puntos planteados en la declaración inicial del equipo contrario	Se hicieron una o dos preguntas desafiantes relevantes	Se hicieron una o dos preguntas relevantes, pero estas no cuestionaron las pruebas ni los puntos principales planteados por el equipo contrario	Las preguntas no abordaron los puntos planteados en la declaración inicial del equipo contrario
Fase de Repuesta	Se respondieron las preguntas de manera exhaustiva y precisa, defendiendo enérgicamente la credibilidad de la postura del equipo con pruebas adicionales o señalando fallas lógicas en el razonamiento del oponente	Se respondieron las preguntas de manera exhaustiva y precisa, defendiendo enérgicamente la credibilidad de la postura del equipo	Se respondieron las preguntas de manera exhaustiva	Se respondió la mayoría de las preguntas planteadas, aunque la respuesta no siempre sirvió para fortalecer la postura del equipo	No se respondieron las preguntas planteadas
Fase de Refutación	Se cuestionaron las respuestas del equipo contrario con contraargumentos eficaces y convincentes	Se cuestionaron las respuestas del equipo contrario con contraargumentos eficaces	Se cuestionaron las respuestas del equipo contrario con algunos contraargumentos eficaces	Se cuestionaron las respuestas del equipo contrario con unos pocos contraargumentos eficaces	No se cuestionaron las respuestas del equipo contrario

Fase de Cierre	Integra un repaso completo de la postura y las pruebas del equipo, e incluye una declaración de cierre que funcione como gancho, además de comentarios espontáneos sobre cuestiones que hayan surgido durante el debate	Integra un repaso completo de la postura y las pruebas del equipo, e incluye una declaración de cierre que funcione como gancho	Integra un repaso completo de la postura y las pruebas del equipo	Está mal organizada y no aborda los puntos principales	Está desorganizado a y no aborda los puntos principales
Uso de Pruebas Fiables para Respaldar la Postura	Se usaron pruebas sólidas y variadas con fuentes fiables citadas de forma clara, así como ejemplos convincentes	Se usaron pruebas contundentes con fuentes fiables citadas de forma clara, así como ejemplos convincentes	Se usaron algunas pruebas con fuentes fiables citadas de forma clara, con algunos ejemplos	Se usaron algunas pruebas, aunque las fuentes no se citaron con claridad. El argumento depende más de una apelación a las emociones	Pocas pruebas fiables o poco uso de ejemplos convincentes
Preparación para el Debate	Los oradores estuvieron muy organizados y seguros de sí mismos; presentaron los argumentos de manera convincente con comentarios fuera de guion frecuentes. Fueron audibles, con una expresividad excepcional	Los oradores estuvieron muy organizados y seguros de sí mismos; presentaron los argumentos de manera convincente con comentarios fuera de guion frecuentes. Fueron audibles, con una expresividad excepcional	Los oradores estuvieron claramente organizados y seguros de sí mismos; presentaron bien los argumentos, aunque hicieron pocos comentarios fuera de guion además de las observaciones preparadas. Fueron audibles, con un poco de expresividad	Los oradores estuvieron organizados, pero les faltó confianza y fluidez en la presentación de su argumento. No se usaron comentarios fuera de guion. Fueron audibles, pero no expresivos	Los oradores claramente no estaban preparados para el debate. Casi no se oían y no fueron expresivos
Respeto por la Integridad del Proceso de Debate	Cada miembro del equipo tuvo un papel asignado claramente y tomó el control de una de las cinco fases del debate. En las fases	Cada miembro del equipo tuvo un papel asignado claramente y tomó el control de una de las cinco fases del debate. En las fases	Cada miembro del equipo tuvo un papel asignado claramente y tomó el control de una de las cinco fases del debate. Durante las fases	Cada miembro del equipo tuvo un papel dominante, aunque se desarrolló al mínimo, al punto que otros miembros del equipo lo	Cada miembro del equipo no tuvo un papel asignado claramente en una de las cinco fases del debate

	intermedias, nadie tomó el control, y el interrogador, el respondedor y el refutador hicieron contribuciones significativas	intermedias, además de que nadie tomó el control, no todos (interrogador, respondedor y refutador) hicieron contribuciones significativas	intermedias, un miembro del equipo tomó el papel dominante	sustituyeron	
Colaboración	Los miembros del equipo estuvieron atentos, tomaron notas durante las presentaciones del equipo contrario y durante los periodos de preparación, todos los miembros hicieron contribuciones de manera activa al debate, y nadie dominó el proceso.	Los miembros del equipo estuvieron atentos, la mayoría tomó notas durante las presentaciones del equipo contrario y durante los periodos de preparación, aunque una persona tendió a dominar el proceso.	Los miembros del equipo estuvieron atentos, la mayoría tomó notas durante las presentaciones del equipo contrario y durante los periodos de preparación, aunque una o dos personas tendieron a dominar el proceso.	Los miembros del equipo compartieron el trabajo, pero no aprovecharon completamente la oportunidad de colaborar. Los estudiantes se desviaban rápidamente del tema o parecían distraídos.	Solo uno o dos miembros del equipo hicieron contribuciones de manera activa durante los periodos de preparación o tomaron notas. Los estudiantes se distraían y se desviaban rápidamente del tema o parecían distraídos.
Presentación Respetuosa	Aunque la interacción con el equipo contrario fue algo asertiva, siempre fue respetuosa y se adaptó de manera adecuada en fase y contenido, además de incorporar florituras estilísticas para subrayar la formalidad y el carácter propicio de la interacción. La vestimenta creó una fuerte identidad de equipo y reflejó la naturaleza académica del evento.	Aunque la interacción con el equipo contrario fue algo asertiva, siempre fue respetuosa y se adaptó de manera adecuada en fase y contenido. La vestimenta creó una fuerte identidad de equipo y reflejó la naturaleza académica del evento.	Aunque la interacción con el equipo contrario fue algo asertiva, siempre fue respetuosa. La vestimenta creó una cierta apariencia de identidad de equipo y reflejó la naturaleza académica del evento.	En ocasiones, la asertividad dio lugar a la falta de respeto o creó una atmósfera hostil. Los estudiantes hicieron comentarios irrespetuosos en voz baja o a otra persona, o usaron lenguaje corporal (p. ej., poner los ojos en blanco para indicar falta de respeto). La vestimenta era inadecuada o estaba descoordinada, sin ninguna identidad de equipo.	La asertividad dio lugar a la falta de respeto y creó una atmósfera hostil. Los estudiantes hicieron comentarios irrespetuosos en voz baja o a otra persona, o usaron lenguaje corporal (p. ej., poner los ojos en blanco para indicar falta de respeto). La vestimenta era muy inadecuada o estaba muy descoordinada, sin ninguna identidad de equipo.

Debate Evaluation Form – English

Round: __ 1st __ 2nd __ 3rd __ 4th __ 5th

Level: Middle School or High School   **Language**: English or Spanish

Affirmative Position		Negative Position	
School:		School:	
Region:		Region:	

Scoring Scale

5 Exceptional	4 Excellent	3 Good	2 Poor	1 Did Not Prepare

Criteria	Affirmative	Negative
Opening Phase: Presents a well-articulated and compelling case for team's position		
Cross Examination Phase: Asked challenging questions related to the topic		
Response Phase: Responded to questions accurately and clearly		
Rebuttal Phase: Effectively defended team's position		
Closing Phase: Effectively defended team's position		
Used Authoritative Evidence to Support Position		
Were Well Prepared to Debate (Debaters appear confident, present arguments convincingly, use off script comments in addition to prepared remarks)		
Respected the Integrity of the Debate Process: Each team member had a clearly assigned role take the lead in one of the five phases of the Debate		
Collaboration: Team members were attentive, took notes during opposing team presentations, and during preparation periods all members contributed actively to discussion, and no one person dominated the process.		
Respectful Presentation: Interaction with opposing team, while perhaps assertive was always respectful. Team attire created identity and reflected the academic nature of the event.		
Score Sub-Total:		
Time: No points awarded, penalty only; for opening statement **only**, deduct one point time beyond the five-minute time limit; an additional point deducted for each minute after the limit		
Total:		

Name of Judge:_____**Signature of Judge:** _____

Debate Evaluation Form – Spanish

Ronda __ 1ª __ 2ª __ 3ª __ 4ª __ 5ª

Nivel: Secundaria o Preparatoria   **Lenguaje**: Inglés o Español

Posición Afirmativa		Posición Negativa	
Escuela:		**Escuela:**	
Región:		**Región:**	

Escala

5	4	3	2	1
Excepcional	Excelente	Bueno	Pobre	Sin preparación

Criterios	Afirmativo	Negativo
Comienzo: Presenta un caso bien elaborado y convincente para la posición de su equipo.		
Interrogación: Hicieron preguntas provocadoras y relevantes		
Respuesta: Respondió a las preguntas con exactitud y claridad		
Refutación: Defendió su posición de una forma efectiva		
Clausura: Resumen de la posición de su equipo quedó claro y fuerte		
Uso pruebas autorizadas para apoyar su posición		
Estaban bien preparados para debatir: Demuestran confianza, presentan sus argumentos de una forma convincente y no dependen solamente de comentarios preparados, sino agregan comentarios espontáneos también)		
Respetaron la integridad del proceso de debate: Cada miembro del equipo ejerció uno de los 5 papeles en el debate y sirvió como el líder para esta etapa del debate.		
Colaboraron bien como equipo: Miembros del equipo están atentos, toman apuntes durante la presentación del equipo adversario, durante periodos de preparación todos contribuyen activamente y ningún individuo domina el proceso.		
Presentación respetuosa: Interacción con el equipo adversario, aunque firme siempre es respetuosa. El vestuario crea una identidad del equipo y refleja la realidad académica del evento.		
Puntuación Subtotal:		
Tiempo: No se otorga puntos, penalización solamente; Solamente deducir 1 punto del total para el Comienzo por tiempo que exceda el límite de 5 minutos; deducir un punto adicional por cada minuto que exceda el límite		
TOTAL:		

Nombre del Juez:_____**Firma del Juez:**_____