



Before Judging Your First Debate

- Attend a training session
- Confirm your debate room number
- Introduce yourself to another adjudicator—our students shouldn't be the only ones making friends at the World Scholar's Cup!
- Review and sign the code of conduct below:

As a WSC debate adjudicator, I, _____, will:

- Welcome students with a smile.
- Remember that many teams are debating for the first time.
- Judge thoughtfully, fairly, and discreetly.
- Use this script every time I judge a debate.
- Not leave the room in the middle of the debate.
- Allow teams 60 seconds between speakers to prepare.
- Speak to teams only in English.
- Never give feedback to a team, even when students ask for it.
- Not tell a team what they could have done differently or what I would have argued in their place.
- Not discuss a debate's outcome with students, teachers, or parents.

Sign your name here: _____

Please return this code of conduct before adjudicating. If you are unable to sign it in good conscience, please excuse yourself from adjudication.

Thank you so much for volunteering at the World Scholar's Cup!

Starting the Debate

1. Welcome teams in a friendly way. Teams are often very nervous!
2. Seat the affirmative team to your left, the negative team to your right.
3. When both teams are seated, proclaim, in an epic way:

"Welcome to the Team Debate event of the World Scholar's Cup!"

4. Return to your non-epic voice and read these instructions aloud:

TO STUDENTS: "As soon as I have read the motion, you will have 15 minutes to prepare. You may use any notes, books, or devices you find helpful. Once the debate begins, you must close your laptops. Each of you should then speak for up to four minutes. You may never interrupt the speaker. I will knock once when you have one minute left and twice when you are out of time. At that point, you may finish your sentence, but after that you must sit down. Please be respectful while others are speaking. You may pass notes, but not talk aloud. You will have 60 seconds between speakers to work with your team. As you listen to your opponents, keep in mind that, after the debate, you will be giving them up to 90 seconds of feedback on how to become better debaters."

TO THE AUDIENCE: "Again, welcome. We are so glad to have you here! Out of respect to the teams, you may not leave or enter while a student is speaking. You may not communicate with the teams at any time."

5. Hand out the debate motion, read it aloud, and start a timer.
6. Leave the door open during the prep period.
7. If you have a conflict of interest, step out and switch with a judge in another room during the prep period.
8. Warn students when there is one minute left in the prep period.
9. When time is up, close the door.
10. Invite one speaker from each team to fill out the team's ID numbers in the appropriate order on your score sheet.

Move to the next page: "Running the Debate"

Running the Debate

The students speak in this order:

Affirmative Speaker 1

Negative Speaker 1

Affirmative Speaker 2

Negative Speaker 2

Affirmative Speaker 3

Negative Speaker 3

Some teams have only two members.

On these teams, one speaker will speak twice. Please score him or her both times.

Reminder: there are no "points of information" and no required speaker roles.

1. Call the speakers up one at a time. Speakers should stand in front of the room, not at their desks.
2. Instruct each speaker:
"Speaker [#] for the [Affirmative/Negative], you will have four minutes to speak. Please approach the front of the room, introduce yourself, and begin."
3. Begin timing when the student begins speaking.
4. You may elect to take notes as each student speaks. Space is provided on a separate sheet. Notes will never be shared with the students.
5. Knock once when the speaker has one minute left.
6. Knock twice when the speaker is out of time.
7. If the speaker continues another 15 seconds, knock steadily to bring him or her to a stop.
8. Once the speaker is seated, instruct both teams:
"You now have 60 seconds to prepare before the next speaker."
9. During this time, score the student who just presented.
10. Repeat these steps for all six students.

Move to the next page: "After the Debate"

After the Debate

1. After all six speakers have taken their turns, read them the following:

"Before I announce the winner, each team will give up to 90 seconds of suggestions and advice to the other team. You can distribute these 90 seconds however you'd like. I will score your feedback, but it will not affect which team won the debate. Do not use this time to continue arguing the motion: focus on how your opponents could become better debaters. You have two minutes to prepare your feedback."

2. Review your individual scores and score each team for its teamwork.
3. Mark the best speaker on each team, then decide whether to recommend one or both of the best speakers for a special showcase of top debaters.
4. Weigh the outcome carefully. Do not total speaker points to decide the winner. If there are other judges, step outside to confer. *No ties allowed.*
5. After two minutes, call the teams to order. When both teams are seated, read the following:

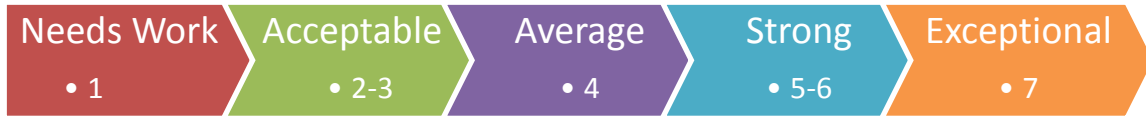
"It is now time for the peer feedback session. You may speak from your seats. I will stop you when your 90 seconds are done. Negative team, you will go first. Remember to be courteous, constructive, and kind."

6. Once both teams have given feedback, thank them, then announce the winning team. Do not announce your best speaker selections.

"This round goes to the [Affirmative/Negative] team. Congratulations! Now: please cross the bench and shake hands."

7. Do not give your own feedback on the debate, even if students ask for it. Feedback at the World Scholar's Cup is given by teams to one another.
8. Do not tell students their scores, and **never** continue to discuss the debate with participants or with their teachers or parents.
9. Before releasing teams, ask each if it knows where to go next. If there is another round, winners go to one room, non-winners to another.
10. Turn scores in to a runner or to the drop box—not to wandering staff.

Scoring the Debate



Manner

Manner refers to **presentation** and **appearance**.

- **Speaking:** How clearly did the student speak? Did he use notes effectively, or read an entire speech off cards? Did she finish her sentences decisively, or frequently trail off? Did her tone vary? Do not penalize students for their accents. You are listening for fluent arguments, not fluent English.
- **Presence:** Did she look at ease, using hand gestures and making eye contact? Did he treat his opponents and adjudicator respectfully? Does he seem poised, like someone who has practiced?

Method

Method refers to the student's use of **rhetoric** and **organization**.

- **Organization:** Did the speaker clearly organize her ideas? Did those ideas flow logically? Did they support a central argument? Did the speaker make good use of time?
- **Rhetoric:** Did the speaker effectively use the language of persuasion to enhance the impact of his argument or to diminish and discredit the other team? Examples of good rhetoric include powerful metaphors, inversions, and groups of three; there are many others.

Material

Material refers to the **content** of the speech.

- **Evidence:** Did the speaker find and make good use of information related to the motion? Did she make creative arguments and draw on fresh evidence and points, or did she rely on predictable, generic ideas? Did she provide enough context for you to follow her argument?
- **Rebuttal (or Prebuttal):** Did he present evidence against or otherwise discredit the other team's argument? Did she address counterarguments? If the first speaker, does he do a good job protecting against possible arguments, and of defining terms in a way favorable to his or her team?

Teamwork

Teamwork refers to collaboration. All three teammates receive the same teamwork score.

- **Cohesiveness:** Did the teammates' speeches fit together to form an effective argument?
- **Behavior:** Did teammates work well together during the event? Were they respectful listeners?

Peer Feedback

- **Helpfulness:** Did the students offer their opponents constructive suggestions and advice?
- **Respectfulness:** Did the students share this feedback with kindness and courtesy?

Cautions: Do not give all the speakers on a team similar scores unless they are truly similar speakers.

Please use the full score range. All scores are scaled.



Team Debate Score Sheet

Your Name _____

Debate Room # _____ Round: JR1 JR2 JR3 | SR1 SR2 SR3

Resolved _____

Do not total points to decide the winner.
Select one best speaker on each team.
Switch rooms in case of conflict of interest.

AFFIRMATIVE Team #: _____

Name of Speaker	ID #	A. Manner Speaking Presence	B. Method Organization Rhetoric	C. Material Content Rebuttal	Subtotal A+B+C	D. Teamwork	Best Speaker Select one	Would this best speaker amaze an audience of hundreds?	E. Team Feedback	Subtotal D+E
1 st		1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		2 3	<input type="checkbox"/>		2 3	
2 nd		1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		4 5	<input type="checkbox"/>		4 5	
3 rd		1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		6 7	<input type="checkbox"/>	<input type="checkbox"/> Yes! <input type="checkbox"/> No	6 7	

NEGATIVE Team #: _____

Name of Speaker	ID #	A. Manner Speaking Presence	B. Method Organization Rhetoric	C. Material Content Rebuttal	Subtotal A+B+C	D. Teamwork	Best Speaker Select one	Would this best speaker amaze an audience of hundreds?	E. Team Feedback	Subtotal D+E
1 st		1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		2 3	<input type="checkbox"/>		2 3	
2 nd		1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		4 5	<input type="checkbox"/>		4 5	
3 rd		1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		6 7	<input type="checkbox"/>	<input type="checkbox"/> Yes! <input type="checkbox"/> No	6 7	

Your Decision **Next Room (Ask Teams)**

Winning Team	
Non-Winning Team #	

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Name _____ Signature _____

Affirmative Speaker 1

Negative Speaker 1

Affirmative Speaker 2

Negative Speaker 2

Affirmative Speaker 3

Negative Speaker 3



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2 nd		1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		4 5	<input type="checkbox"/>		4 5	
3 rd		1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		6 7	<input type="checkbox"/>	<input type="checkbox"/> Yes! <input type="checkbox"/> No	6 7	

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2 nd		1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		4 5	<input type="checkbox"/>		4 5	
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2 nd		1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7		4 5	<input type="checkbox"/>		4 5	
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