

Big Questions Debate Ballot

Tournament Date:			Tournament Location:	
Round/ Flight:	Room:	Division:	Judge Name:	Affiliation/ Occupation

Debaters may compete as individuals or with a partner. Rounds may be two vs. one, one vs. one, or two vs. two. If one or both sides only has an individual debater, leave the space for the second speaker's name and points blank.

Code	Points
Speaker 1:	
Speaker 2:	

Code	Points
Speaker 1:	
Speaker 2:	

Points for each speaker: <24 Unethical Behavior 25-26 Below Average 27-28 Above Average 29-30 Outstanding

Winning Side: <input type="checkbox"/> Aff <input type="checkbox"/> Neg	Team/Code:
---	------------

Resolved: Belief in the supernatural is incompatible with belief in science.

1. Because debaters cannot choose which side of the resolution to advocate, judges must be objective evaluators of both sides of the resolution. Evaluate the round based only on the arguments that the debaters made and not on personal opinions or arguments you would have made.
2. Debaters may only make arguments directly related to the topic. When you sign your ballot, you are confirming that the winning debater ran a position about the topic. Debaters that run non-topical positions will be automatically forfeited.
3. Please fill out reasons why both sides may have won the debate in the space below. This technique is designed to force you to make the best case for both sides and help to eliminate bias in your decision. Your final decision for the winning debater should be filled in the boxes at the top of the ballot.

Reasons why the **affirmative** may have won the round, positive feedback, and constructive criticism:

Reasons why the **negative** may have won the round positive feedback, and constructive criticism:

Reasons for decision (provide a detailed justification, referring to central issues debaters presented in round):

Order/Time Limits of Speeches		
Affirmative	Constructive.....	5 min
Negative	Constructive.....	5 min
Question	Segment.....	3 min
Affirmative	Rebuttal.....	4 min
Negative	Rebuttal.....	4 min
Question	Segment.....	3 min
Affirmative	Consolidation.....	3 min
Negative	Consolidation.....	3 min
Affirmative	Rationale.....	3 min
Negative	Rationale.....	3 min

3 min prep per side to be used at debaters' discretion

MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE

Haiku in a Hurry Response Ballot

Student Code _____ Student Name _____

Prompt/Title Selected _____ Total Time: _____

Haiku in a Hurry: Students will pull three prompts at random, quickly select one and have five minutes in which to prepare and present a Haiku poem (3 Lines: 5 Syllables, 7 syllables, 5 syllables) inspired by the chosen "jump start." Students may use a 3x5 index card to compose their poem and are required to read the "jumpstart" as the poem's title when they deliver their Haiku..

Please note: In this category, it is vital to comment upon both the content and the delivery of the student's Haiku poem.

Time limit: 5 minutes with a 30-second grace period, including prep and delivery, divided at the student's discretion.

Judge will provide audible time signals while the student is composing their Haiku poem.

During this performance the student demonstrates the following skills:	Excellent Throughout	Usually	Some- times	Improve Here
ENGAGING PERSONA: creates interest and holds your attention. Invites you with their eyes to listen to their performance.				
POETIC LANGUAGE: uses and expresses imagery, rhythm, similes, metaphors, symbolism, and sounds. (Note: rhyming is not required in Haiku poetry)				
VOCAL VARIATION: effectively varies volume, pitch, speaking rate, tone, pauses, emphasis and mood.				
PHYSICAL VARIETY: uses and varies facial expressions, gestures, and body language to enhance their performance.				
USE OF PROMPT and POETIC FORM: effectively uses the prompt to create an original, on topic poem in Haiku form (3 lines: 3 syllables, 5 syllables, 3 syllables).				
Based on your choices above, suggest a specific improvement this student could make to better their performance.				
Based on your choices above, describe a specific outstanding part of this student's performance.				

Please use the space below to write your observations and comments *while* the student is presenting. Students welcome your additional responses here and on the back of this page. Thank you!

Judge's Code _____ Judge's School _____ Judge's Name _____

Students who speak beyond 5 minutes, 30 seconds may not be ranked 1st. Check here if over 5:30

PLEASE DO NOT TIE STUDENTS IN EITHER RANK OR RATING Rank (1st-9th) _____

80-85 Fair 86-90 Good 91-95 Excellent 96-100 Superior Rating (100-80) _____

MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE

Impromptu Children's Literature Response Ballot

Student Code _____ Student Name _____

Title of Selection/Author _____ Total Time: _____

Impromptu Children's Literature: *a student will pull 3 one-page stories and quickly decide which they would like to perform. They may then quickly prepare and practice aloud to a wall while making decisions on voices, pops, gestures and tone while a judge provides audible time signals. Students are not judged during practice. Once the performer is ready, they will present the piece utilizing appropriate skills to bring the story to life, using no props or costumes. Judges will switch to visual time signals once the student begins speaking. Students should strive to bring the material to life in a natural, realistic and believable way. Students are required to read the title and author of the work when they begin. **Time limit: 7 minutes with a 30-second grace period, including prep time, divided at the student's discretion. Judges must provide verbal and visual time signals.***

During this performance the student demonstrated the following skills:	Excellently Throughout	Usually	Some-times	Improve Here
ENGAGING NARRATION: creates interest and holds your attention. Invites you with their eyes to listen to their performance.				
VOCAL VARIATION: effectively varies volume, pitch, speaking rate, tone, pauses, emphasis and mood.				
PHYSICAL VARIETY: uses and varies facial expressions, gestures, and body language to enhance their performance.				
FOCAL POINTS (if applicable): creates consistent and clear focal points that successfully create the illusion of the characters talking to each other (not to the audience).				
DISTINCTIVE CHARACTERS (if applicable): uses body, voices and gestures to create different, believable characters.				

Based on your choices above, suggest a specific improvement this student could make to better their performance.	
Based on your choices above, describe a specific outstanding part of this student's performance.	

Please use the space below to write your observations and comments *while* the student is presenting. Students welcome your additional responses here and on the back of this page. Thank you!

Judge's Code _____ Judge's School _____ Judge's Name _____

Students who speak beyond 7minutes, 30seconds may not be ranked 1st. Check here if over 7:30
 PLEASE DO NOT TIE STUDENTS IN EITHER RANK OR RATING Rank (1st-9th) _____
 80-85 Fair 86-90 Good 91-95 Excellent 96-100 Superior Rating (100-80) _____

MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE

Impromptu Sales Response Ballot

Student Code _____ Student Name _____

Name Given to Item _____ Total Time: _____

Impromptu Sales: *In this solo event, the student will pull one image of an object (which may be familiar but most likely unknown) from a "for sale bag" and then have 5 minutes to both prepare and present a short, coherent "sales pitch" inspired by the newly named picture in hand. One 3 X 5 card may be used to prepare. The presentation should have a logical beginning, middle and end and should be designed to "sell" that item to the audience. The presentation may be humorous or serious in nature and knowledge of the true function of the item is unnecessary. It is an opportunity for a contestant to be creative and imaginative. **Maximum time limit: 5 minutes with a 30 second grace period for both preparation and delivery, which may be divided at the student's discretion. Judges must provide verbal and visual time signals.***

During this performance the student demonstrated the following skills:		Excellent Throughout	Usually	Some- times	Improve Here
CONNECTION TO AUDIENCE: creates interest and holds your attention; presents a well developed sales pitch that tempts you to purchase the item.					
VOCAL VARIATION: effectively varies volume, pitch, speaking rate, tone, pauses, emphasis and mood.					
PHYSICAL VARIETY: uses eye contact and varies facial expressions, gestures, and body language to enhance their sales pitch.					
ORGANIZATION AND STRUCTURE: Did the student construct a well-organized sales pitch; avoid slang, poor grammar, and mispronunciations; use a distinct organizational pattern, which you could easily follow?					
USE AND EXAMPLES: Did the student effectively name and "sell" the item; use a variety of examples to illustrate their ideas on the item's purpose?					
Based on your choices above, suggest a specific improvement that this student could make to better their presentation.					
Based on your choices above, describe a specific outstanding part of this student's presentation.					

Please use the space below to write your observations and comments *while* the student is presenting. Students welcome your additional responses here and on the back of this page. Thank you!

Judge's Code _____ Judge's School _____ Judge's Name _____

Students who speak beyond 5 minutes, 30 seconds may not be ranked 1st. Check here if over 5:30

PLEASE DO NOT TIE STUDENTS IN EITHER RANK OR RATING Rank (1st-9th) _____

80-85 Fair 86-90 Good 91-95 Excellent 96-100 Superior Rating (100-80) _____

MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE

Team Improv Response Ballot

Student Code _____ Student Names _____

Characters/Places/Objects _____ Total Time: _____

Team Improv: *This is a two-person event. After pulling two character slips and two location/object slips the team will consult and plan with each other to create a skit utilizing the four prompts. Judges will provide audible, oral time signals while the team prepares and switch to visual time signals once the skit begins. This event challenges the team (each portraying one character) to create a dynamic skit utilizing appropriate vocal expression, gesture, and interaction between partners. As a unit, the two performers will vocally and physically respond to each other's verbal and non-verbal cues so that the environment is created in the minds of the audience. Performers may not use notes, props or costumes. Both students should participate in the presentation and create a well-organized and balanced skit with a beginning, middle and end. It may be either humorous or serious in nature.*

Time limit: *7 minutes with a 30-second grace period, including prep time, divided at the students' discretion.*

Judges must provide verbal and visual time signals

During this performance the students demonstrates the following skills:	Excellently Throughout	Usually	Sometimes	Improve Here
DISTINCTIVE CHARACTER(S) INTERACTION: uses body, voice, and gestures to create different, characters believably interacting with each other.				
CREATION OF SETTING: the total effect should be to carry the listener away mentally to the time and place of the selection.				
VOCAL VARIATION: effectively varies volume, pitch, speaking rate, tone, pauses, emphasis and mood.				
PHYSICAL VARIETY: uses and varies facial expressions, gestures, and body language to enhance their performance.				
CAPTIVATING PERFORMANCE: creates interest and holds your attention; and takes you on a journey with the character(s).				

Based on your choices above, suggest a specific improvement each student could make to better their performance.	Student A: Student B:
Based on your choices above, describe a specific outstanding part of each student's performance.	Student A: Student B:

Please use the space below to write your observations and comments *while* the student is presenting. Students welcome your additional responses here and on the back of this page. Thank you!

Judge's Code _____ Judge's School _____ Judge's Name _____

Students who speak beyond 7minutes, 30seconds may not be ranked 1st. Check here if over 7:30

PLEASE DO NOT TIE STUDENTS IN EITHER RANK OR RATING Rank (1st-9th) _____

80-85 Fair 86-90 Good 91-95 Excellent 96-100 Superior Rating (100-80) _____

MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE

Tongue Twister Races Response Ballot

Student Code _____ Student Name _____

Title of Tongue Twister _____ Time: _____

Tongue Twister Races: *In this solo event, students first check in, give their ballots to the judges, and are reminded of the speaker order. Then all but the first speaker will leave the room to wait quietly down the hall out of hearing. The first student will then be given the short tongue twister and have 30 seconds to practice it un-judged, while timed by the judge (it is recommended that speakers practice this out loud to a wall like a warm up). The judges will inform the speaker when the 30 seconds are complete; judges will then reset the timer and indicate they are ready. The student will then deliver the tongue twister with clarity, diction, reading for meaning and with correct pronunciation as quickly as possible but trying to be without stumbles or errors. Students will be evaluated on all these skills, and being errorless will be more important than speed. Once the student has finished, they will go into the hall and invite the next speaker into the room. They will then also return to the room to serve as respectful audience for the rest of the round.*

Time Limit: 30 seconds for practice; performance has no time limit – self-limiting by length.
Judges indicate start and stop of practice time.

During this performance the student demonstrates the following skills:	Excellent Throughout	Usually	Some-times	Improve here
DICTION/CLARITY: speaks precisely and understandably in spite of challenging material.				
READING FOR MEANING: uses vocal skills (volume, pitch, speaking rate, tone, pauses, emphasis and mood) avoiding rhythm/rhyme dominance; successfully supports your understanding of the material.				
LACK OF ERRORS, MISPRONOUNCIATION OR STUMBLES: successfully delivers the challenging material without issue.				
CONNECTION TO AUDIENCE: creates interest and holds your attention; appears poised, confident and comfortable during the presentation.				
SPEED: rapidly delivers the material yet creates a balance between: speaking without errors or stumbles, clarity, understanding and the delivery speed.				

Based on your choices above, please write one comment on where this speakers should work to improve.	
Based on your choices above, please write one comment on some skill or moment when the speaker did very well	

Please use the space below to write your observations and comments while the student is presenting. Students welcome your additional responses here and on the back of this page. Thank you!

Judge's Code _____ Judge's School _____ Judge's Name _____

PLEASE DO NOT TIE STUDENTS IN EITHER RANK OR RATING Rank (1st-9th) _____

80-85 Fair 86-90 Good 91-95 Excellent 96-100 Superior Rating (100-80) _____

MASSACHUSETTS MIDDLE SCHOOL SPEECH LEAGUE

You're the Expert Response Ballot

Student Code _____ Student Name _____

Title of Selected Expertise _____ Total Time: _____

You're the Expert: *A student will pull 3 "expert" titles/ professional expertise areas written on the outside of folded interview questions from an envelope and quickly select one to portray (without opening or pre-reading the questions). The student should then hand the folded paper to the judges, and move to the front of the room. The judge will open the expert interview questions paper and read the interview questions, one at a time, pausing to allow the student to answer each in turn. The paper will have a total of 5 questions to ask the "expert" about his/her selected field. Knowledge of the expert's field is not required and the responses may be humorous or serious in nature, however, students should strive for a natural, realistic and convincing portrayal. Content and delivery should both be evaluated.*

Maximum time: 7 minutes with a 30 second grace period or 5 questions, whichever comes first.

During this performance the student demonstrated the following skills:	Excellent Throughout	Usually	Some- times	Improve Here
CONNECTION TO AUDIENCE: creates interest and holds your attention; appears poised, confident and comfortable during the presentation.				
VOCAL VARIATION: effectively varies volume, pitch, speaking rate, tone, pauses, emphasis and mood.				
PHYSICAL VARIETY: uses eye contact and varies facial expressions, gestures, and body language to support their responses.				
EFFECTIVE CONTENT: The student constructed and presented well-organized responses; avoiding slang, poor grammar, and mispronunciations. The student has utilized a rich vocabulary and varied their word choices.				
CONVINCING PORTRAYAL: Whether the student chose to use actual knowledge of the expert field or creatively interpret and invent their responses, did they deliver a believable and convincing portrayal?				
Based on your choices above, suggest a specific improvement that this student could make to better their presentation.				
Based on your choices above, describe a specific outstanding part of this student's presentation.				

Please use the space below to write your observations and comments *while* the student is presenting. Students welcome your additional responses here and on the back of this page. Thank you!

Judge's Code _____ Judge's School _____ Judge's Name _____

Students who speak beyond 7minutes 30 seconds may not be ranked 1st. Check here if over 7:30
 PLEASE DO NOT TIE STUDENTS IN EITHER RANK OR RATING Rank (1st-9th) _____
 80-85 Fair 86-90 Good 91-95 Excellent 96-100 Superior Rating (100-80) _____