



2009-2010

Speech & Debate Handbook



**The Organization
Current Season Info
Events and their Rules
Regional & State Qualifying
Ballots**

COACHES

Please check the CHSAA Web Site for information regarding Speech and Debate updates by going to www.chsaa.org

The Speech Calendar can be found on the Web Site listed above. Email CHSAA to have your tournament placed on the calendar krose@chsaa.org

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**Ballots may be copied for tournament use. Carbonless policy, LD and
Public Forum debate ballots may be purchased from CHSAA. Masters of
ballots are also available for you to download by going to chsaa.org. Then
click on activities/sports, then on activities and then on speech.**

Philosophy: CHSAA seeks to provide a positive competitive speech experience for Colorado high school students by

- Supporting a state-wide competitive speech program to provide students with the opportunity to develop and to perfect communication skills
- Supporting education and development of coaches
- Supporting the education and development of speech critics
- Creating a competitive environment governed by sportsmanship and fair play
- Developing rules and regulations to create a common ground for the running of tournaments
- Organizing regional and state competitions
- Providing information and resources designed to make speech programs more effective

Table of Organization: CHSAA operates a **Festival Schools** program for those schools whose enrollment is from 1 – 1440 and a **Tournament Schools** program for those schools whose enrollment is above 1440 and for those schools with an enrollment of less than 1440 who petition CHSAA to “play up.”

(To petition to play up, the schools athletic director must notify CHSAA in the spring of the year of their intention to do so the following year.) CHSAA hosts one tournament (the Festival Tournament) for the smaller schools. CHSAA hosts Regional qualifying tournaments for each of the seven (7) Tournament Schools’ Districts and a State Tournament for the qualifiers from the Regional tournaments. Each fall, CHSAA sends out a **Current Season Bulletin**, which lists all Festival schools and all Speech Districts and the schools making up those Districts.

CHSAA Speech Chain of Command:

- CHSAA is governed by the **Board of Control**, which must approve any changes in rules or procedures. Any proposed changes must be presented to the Board of Control at their April meeting and if approved those changes become effective the following school year.
- The **CHSAA Assistant Commissioner** who covers speech is Bert Borgmann. He is the director in charge of CHSAA speech activities in the state of Colorado. His assistant is Lisa Cunningham Austin.
- The **Speech Activities Committee** is the representative body that proposes and passes rule changes to be presented to the Board of Control. This committee’s appointed by CHSAA. While every attempt is made to provide each region with a representative, that is not always possible. Members are appointed to a three-year term. In order to be considered, interested coaches must have their principals submit their names to CHSAA by April of the year prior to when they wish to replace an outgoing committee member. This committee meets in February of each year so that their new proposals can be taken to the Board of Control for approval. When called upon, the committee also convenes at the fall speech symposium.
- The **State Tournament Committee** is comprised of one (1) representative from each District. Reps serve three (3) year terms and are elected by the coaches in their District at their District Speech meeting. This committee meets in November to organize the State Tournament and again in March on the Wednesday prior to the State Tournament to set up the tournament. This committee makes recommendations to the Speech Activities Committee but has no power to change rules.
- The **State Tournament Chair** is selected by the CHSAA Assistant Commissioner with input in the form of nominations from members of the State Speech Committee. The chair is selected for a two-year term. The first year he/she serves as co-chair and the second year. This assures that the chair will always have experience in running the State Tournament. Those who are nominated need not be members of the State Speech Committee. Coaches who are interested in serving should let a member of the State Speech Committee know that they would like to be nominated.
- The **State Speech Festival Committee** operates the State Festival. Its members who are selected by CHSAA for the purpose of running their Festival Tournament.

This committee makes recommendations to the Speech Activities Committee but has no power to change rules. Festival Activities are covered by a separate bulletin.

- Each District is governed by a **Regional Director**. Those directors are elected to three year terms by the coaches in their Districts at their District meeting. Their job is to run the Regional Tournaments, to prepare the forms to send to CHSAA listing State Qualifiers and to attend the meeting to set up the State Tournament on the Wednesday prior to the meet. Regional Directors are available to provide assistance and support to programs and coaches needing help.
- The **Speech Critic Certification Committee** is in charge of organizing and running certification clinics to train judges and of acting as a liaison between critics and coaches. Members of this committee are appointed by CHSAA and interested parties may request placement on the committee.

CHSAA believes that serving in any of these positions is a learning experience and, therefore, believes that the opportunity to serve should be shared. To give as many people as possible a chance to serve, when possible, no committee member can continue for a second consecutive term.

A goal of this organization is to communicate as effectively as possible. Therefore, remember these important ways to stay updated:

- **CHSAA has a web site for speech: *chsaa.org* (access activities and go to speech)**
- **Phone: 303-344-5050**
- **E-mail: *pangelico@chsaa.org* or *krose@chsaa.org***
- **Phone and E-mail addresses for District Directors, Committee members, and NFL Chairs are listed in the Current Official Speech & Debate Handbook (*Section II*).**

Revised 2009

Board of Control

60 School Administrators acting as voting members representing every league in the state. Approve all committee reports and new by-law and rules changes.

Executive Committee

14 members from geographical regions act similar to a school board. Oversee the day to day running of the association.

CHSAA Staff

7 Administrators charges with implementing the by-laws of the association and producing the state championships in the 24 sanctioned activities.

Individual Sports and Activity Committee

Sets up the individual activity playoff and championship format. Determines starting dates as well as ending dates for the activity.

Speech Activity Committee

One representative from each of the eight regions and from Festival. Charged with setting up the qualification format and state competition format. All-CHSAA speech rules are approved by this committee, as there is no National Federation Rules committee. Rules are expected to meet the need of Colorado students of all size and backgrounds of schools.

**Speech Critics
Committee**

(4-6 people) Train and develop speech critics in the state.

Speech Festival

(8-10 people) Runs the State Festival Tournament for schools with enrollment of less than 1441. The committee assigns coaches to each of the working positions needed to run the state festival.

**FALL COACHES
WORKSHOP**

(4-5 people) Organizes & assigns duties to run the fall workshop for coaches around the state.

Speech Tournament Committee

(7 people – one from each region) Assigned or voted in by the region they represent. Host and runs the State Tournament by the rules set up by the Speech Activities Committee. Assigns people from each region to work all of the positions needed to run the state tournament. Attempts to assign workers for state so that each region is represented equally at state.

Committees are organized for each of the 22 sanctioned sports and activities. Placement on committees comes from principals and league recommendations. Committees are made up with consideration given to geographical, school size, gender and ethnicity. Also no school is allowed to have more than a couple of people on committees. CHSAA would like to have about 50% of member schools represented on committees.

Speech Activities Committee through its sub-committees tries to involve newer and more experienced coaches in its activities. Their goal is to try to maintain 1/3 of the people involved in the activity as newer coaches. Every attempt is made to try to educate newer coaches through involvement at the tournaments and the Fall Coaches Symposium.

Regional Directors - Assigned or voted in by each region. They are to run and direct their regional qualifying competition with the help of every coach in that region.



I. DATES:

Criteria: Festival – Last Friday in January and following Saturday.
 Tournament – Friday/Saturday after State Basketball. (Basketball is the 2nd Thursday in March & preceding Wed., following Friday & Saturday, always three weeks after wrestling.)

2010

- A. Festival/Tournament – January 29-30, 2010
- B. Regionals – To be completed by March 27, 2010 (changed due to site availability)
- C. State Tournament – March 12-13, 2010 (changed due to site availability)
- D. Speech Activities Committee Meeting – February 10, 2010

2011

- A. Festival/Tournament – January 28-29, 2011
- B. Regionals – To be completed by March 5, 2011 (tentative)
- C. State Tournament – March 18-19, 2011 (tentative)

II. QUALIFYING FORMAT: *Schools are assigned Regions by CHSAA. If you are a new school, call CHSAA at 303-344-5050 and ask for the speech secretary.

FESTIVAL SCHOOLS (1-1,440) - 73 Schools

Academy (The)	Del Norte	Holly	Revere
Aguilar	Denver Christian	Holyoke	Ridge View Academy
Akron	Dove Creek	James Irwin	Rifle
Alamosa	Eaton	Jefferson	Roaring Fork
Alameda	Eagle Valley	Jefferson Academy	Sargent
Alexander Dawson	Edison	Julesburg	Simla
Basalt	Ellicott	Kiowa	Skyview
Battle Mountain	Faith Christian	La Junta	Strasburg
Bennett	Flagler	Lamar	Telluride
Bethune	Florence	Limon	University
Brighton	Fowler	Lutheran	Walsh
Brush	Frederick	Lutheran-Parker	Weldon Valley
Burlington	Ft. Morgan	Merino	West Grand
Byers	Genoa-Hugo	Miami-Yoder	Woodlin
Calhan	Gilpin County	Middle Park	Wray
Cedaredge	Glenwood Springs	Peak to Peak	Yuma
Community Christian	Gunnison	Plateau Valley	
Cotopaxi	Hayden	Platte Canyon	
Deer Trail	Heritage Christian	Rangely	
	Hi-Plains		

TOURNAMENT SCHOOLS: (1,441 – up) - 129 schools

***Indicates schools playing up a classification**

REGION I - NORTHERN (22 schools)

Boulder, *Broomfield, *Centaurus, *Erie, Fairview, Fort Collins, *Greeley Central, *Greeley West, Legacy, *Longmont, Loveland, Monarch, *Mountain View, *Niwot, *Northridge, Poudre, Rocky Mountain, *Silver Creek, *Skyline, *Thompson Valley, *Weld Central, Windsor

***REGION II – METRO (18 schools)**

Arapahoe, Brighton, Chaparral, Cherry Creek, Columbine, Conifer, Denver North, Denver South, Elizabeth, Golden, Grandview, Kennedy, Kent Denver, Regis, Rock Canyon, Smoky Hill, ThunderRidge, Valor Christian, Westminster

***REGION III – METRO (17 schools)**

Abraham Lincoln, Aurora Central, Bear Creek, Denver West, Eaglecrest, Englewood, Gateway, Highlands Ranch, Hinkley, Holy Family, Montbello, Mountain Vista, Mullen, Overland, Pomona, Ponderosa, Standley Lake

REGION IV - SOUTHERN (16 Schools)

*Canon City, *Crowley County, *Custer County, *Hoehne, *Lamar, *Las Animas, *La Veta, *Pueblo Centennial, *Pueblo Central, *Pueblo County, *Pueblo East, *Pueblo South, *Pueblo West, *Rocky Ford, *Rye, Trinidad

REGION V - NORTHWESTERN

Festival schools only

REGION VI - WESTERN (14 Schools)

Aspen, Central (G.J.), *Delta, Durango, Fruita Monument, Grand Junction, *Hotchkiss, *Moffat County, *Montrose, *Ouray County Speech Team, *Palisade, *Paonia, *Ridgway, *Steamboat Springs

REGION VII - SOUTH CENTRAL (22 Schools)

Air Academy, *Cheyenne Mountain, *Classical Academy, Coronado, *C.S. Christian, *Discovery Canyon, Doherty, Fountain Ft. Carson, Harrison, Lewis-Palmer, *Liberty, *Manitou Springs, *Mesa Ridge, Mitchell, Palmer, Pine Creek, Rampart, Sand Creek, *Sierra, *St. Mary's, Wasson, *Widefield, *Woodland Park

***REGION VIII – METRO (18 schools)**

Arvada, Berthoud, Castle View, Chatfield, Cherokee Trail, Dakota Ridge, Denver East, Denver School of the Arts, Douglas County, Evergreen, George Washington, Heritage, Lakewood, Littleton, Regis, Summit, Thornton, Rangeview, Wheat Ridge

* = Regions were drawn at the State Tournament in March 2009. **Regional qualifying tournament dates will rotate every two years for Regions II, III and VIII on even-numbered years.**

- III. **Creating or Changing Speech Districts:** All schools have the right to be placed in a Region, which shall be as geographically close as possible. Exceptions to geographical location may be made only by Regions who by majority decision and with the approval of the State Speech Committee, CHSAA, and the Board of Control create an alternative arrangement. No new Region may be created unless they are competitively viable as evidenced by a minimum of ten policy teams and by a minimum of twelve competitors in each of the other events. Any Region in conflict shall have the right to request a State Speech Committee mediator to seek to resolve the conflict.
- IV. **The Speech Calendar:** This is online at www.chsaa.org you may add a tournament by emailing Kim Rose - krose@chsaa.org or by FAX to the CHSAA office 303-367-4101.

VI. 2009-2010 Debate Topics

2009-2010 Cross Examination Debate Resolution:
<p style="text-align: center;">Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.</p>
2009-2010 Lincoln Douglas Debate Resolutions:
<p>LD topics can be found at www.nflonline.org</p> <p>ALL STATE QUALIFYING TOURNAMENTS AND THE STATE TOURNAMENT WILL USE THE JANUARY/FEBRUARY TOPIC</p> <p>L/D Topic Release Dates:</p> <p>August 15 -- September/October Topic October 1 -- November/December Topic December 1 -- January/February Topic February 1 -- March/April Topic May 1 -- National Topic</p> <p>Invitational tournaments may use different topics. Please read your invitation carefully. If you are not sure which topic will be used at an invitational tournament, contact the tournament director.</p>

2009-2010 Public Forum Debate Resolutions:
<p>PF topics for most INVITATIONAL meets can be found at www.nflonline.org</p> <p>THE STATE FESTIVAL TOPIC WILL BE THE JANUARY NFL TOPIC RELEASED BY THE NFL ON DECEMBER 1.</p> <p>ALL STATE QUALIFYING TOURNAMENTS WILL USE THE FEBRUARY NFL TOPIC.</p> <p>THE STATE TOURNAMENT WILL USE THE MARCH NFL TOPIC.</p> <p>THE MARCH NFL TOPIC MAY NOT BE USED AT ANY REGIONAL QUALIFYING OR INVITATIONAL TOURNAMENTS.</p> <p>October Topic – released September 1 November Topic – released October 1 December Topic – released November 1 January Topic – released December 1 State Festival Topic – released December 1 February/State Qualifying Topic – released January 1 State Topic – released February 1 April Topic – released March 1 Nationals Topic – released May 1</p> <p>Invitational tournaments may use different topics. Please read your invitation carefully. If you are not sure which topic will be used at an invitational tournament, contact the tournament director.</p>

**SPEECH COMMITTEE MEMBERS AND CONTACT INFORMATION
COLORADO HIGH SCHOOL ACTIVITIES ASSOCIATION (CHSAA-303- 344-5050)**

Paul Angelico, Associate Commissioner - pangelico@chsaa.org

Kim Rose, Paul's Assistant - krose@chsaa.org

SPEECH ACTIVITIES COMMITTEE 2009-2010

<u>Name</u>	<u>School</u>	<u>Phone</u>	<u>Fax</u>	<u>E-mail</u>
Jim Dornan (chair)	Longmont	303-776-6014	303-678-7583	jim.dornan@colostate.edu
Pauline Carochi	Canon City	719-276-5870	719-276-5950	carochp@canon.k12.co.us
Gregory Davis	Lakewood	303-982-7096	303-982-7097	gndavis@comcast.net
Ginia Gutierrez	Strasburg	303-622-9211	303-622-6921	ggutierrez@strasburg31j.co.k12us.com
Eric Hansen	Moffat County	970-824-7036	970-824-3130	eric.hansen@moffatsd.org
Scott LaBelle	Alameda	303-982-8160	303-982-8161	slabelle@jeffco.k12.co.us
Bruce Phillips	Wasson	719-328-2000	719-328-2001	PHILLB@D11.ORG
Kurt Schaeffer	Peak to Peak	303-453-4601	303-453-4683	kurt.schaefer@bvsd.org
Christine Sukup	Overland	720-747-3700	720-747-3739	csukup@cherrycreekschools.org

STATE SPEECH FESTIVAL COMMITTEE

Tournament, January 29-30, 2010 @ Heritage H.S.

<u>Name</u>	<u>School</u>	<u>Phone</u>	<u>Fax</u>	<u>E-mail</u>
Craig Bailey	Limon	719-775-2350	719- 775-9052	bailey_49@hotmail.com
Suzanne Foster	Battle Mountain	970-328-2930	970- 949-1550	sumafoster@yahoo.com
Jeanie Gordon	Faith Christian	720-313-1711	303-403-2730	jgordoncolorado@aol.com
Ginia Gutierrez	Strasburg	303-622-9211	303-622-9224	ggutierrez@tds.net
Waldo Jones	University	970-330-2221	970-506-7070	wjones@universitieschools.com
Scott LaBelle	Alameda	303-982-8160	303-982-8161	slabelle@jeffco.k12.co.us
Becky Loften	Brush	970-842-5171	970- 842-2804	rloften@brushschools.org
Chip Wells	Glenwood Springs	(H) 970-945-7181		chip@sopris.net
Ralph Young	Roaring Fork	970-384-5757	970-384-5755	foof@sopris.net

COLORADO REGIONAL DIRECTORS for state qualifying meets-

<u>Region Director</u>	<u>School</u>	<u>Phone</u>	<u>Fax</u>	<u>E-mail</u>
1. Jim Dornan	Longmont H.S.	303-485-6144	303-678-7583	Dornan_jim@stvrain.k12.co.us
*Regional Qualifying Tournament February 26-27, 2010 @ Longmont H.S.				
2. Tammie Peters	Golden H.S.	303-982-4200	303-982-4201	tpeters@jeffco.k12.co.us
*Regional Qualifying Tournament February 26-27, 2010 @ Overland H.S.				
3. Christine Sukup	Overland H.S.	720-747-3845	720-747-3895	csukup@cherrycreekschools.org
Regional Qualifying Tournament February 26-27, 2010 @ Overland H.S.				
4. Paulette Frye	Pueblo West	719-547-8050	719-547-8041	pfrye@district70.org
*Regional Qualifying Tournament February 19-20, 2010 @ Pueblo Centennial H.S.				
5. Suzanne Foster	Battle Mountain HS	970- 328-2930	970-949-1550	sumafoster@yahoo.com
6. A. J. Smith	Montrose H.S.	970-249-6636	970-240-6414	ajsmith@montrose.net
*Regional Qualifying Tournament February 26-27, 2010 @ Moffat County H.S.				
7. Jeff Borst	Sierra H.S.	719-579-2090	719-226-7284	jborst@hsd2.org
*Regional Qualifying Tournament February 26-27, 2010 @ TBA				
8. Kevin Brich	Chatfield H.S.	303-982-3670	303-982-3671	kbrich@jeffco.k12.co.us
*Regional Qualifying Tournament TBA @ TBA				

SPEECH CRITIC CERTIFICATION COMMITTEE

<u>Name</u>	<u>School</u>	<u>Phone</u>	<u>Fax</u>	<u>E-mail</u>
Terry Rich (Chair)	Bear Creek H.S.	303-797-2055 (H)	303-982-8856	mommatrix@yahoo.com
Dave Montera	Pueblo Centennial	719-549-7335	719-253-6770	themontera@hotmail.com
TBA				
TBA				

STATE SPEECH TOURNAMENT COMMITTEE
Tournament March 12-13, 2010 @ Douglas County High School

<u>Name</u>	<u>School</u>	<u>Phone</u>	<u>Fax</u>	<u>E-mail</u>
Frank Sferra (Chair)	J.K. Mullen H.S.	303-761-1764x3321	303-761-0502	fsferra@comcast.net
Emily Wallin (Co-Chair)	Niwot H.S.	303-652-2550	303-652-1592	wallin_Emily@stvrain.k12.co.us
Nancy Groves (Past Chair)	Pueblo East H.S.	719-549-7222	719-545-0389	nancygroves@comcast.net

NATIONAL FORENSIC LEAGUE NFL

Scott Wunn, Secretary
 NFL office (920) 748-6206 www.nflonline.org
 FAX (920) 748-9478

NFL DISTRICT COMMITTEES

All NFL National Qualifying Congress and District tournaments are listed on the CHSAA.org website tournament list.

COLORADO DISTRICT

Qualifying Congress January 29-30, 2010 @ Overland H.S.; Tournament April 9-10, 2010 @ TBA

<u>Name</u>	<u>School</u>	<u>Phone</u>	<u>Fax</u>	<u>E-mail</u>
Marti Benham (Chair)	Cherry Creek H.S.	720-554-2285	720-554-2263	mhenham@cherrycreekschools.org
Frank Sferra	J.K. Mullen H.S.	303-424-7425	303-761-0502	fsferra@comcast.net
Christine Sukup	Overland H.S.	720-747-3567	720-747-3895	csukup@cherrycreekschools.org
Janice A. Johnson	Douglas County H.S.	303-387-1000	303-387-1001	Janice.Johnson@dcsdk12.org
Alan Martin	Chaparral H.S.	303-387-3533	303-387-3501	alan.martin@dcsdk12.org

COLORADO GRANDE DISTRICT

Qualifying Congress January 29-30 @ St. Mary's HS; Tournament March 5-6, 2010 @ TBA

<u>Name</u>	<u>School</u>	<u>Phone</u>	<u>Fax</u>	<u>E-mail</u>
Renee Motter (Chair)	Air Academy H.S.	719-234-2400	719-234-2598	rmotter@asd20.org
Pauline Carochi	Canon City H.S.	719-276-5902	719-276-5888	carochp@canon.k12.co.us
David Camous	St. Mary's H.S.	719-635-7540	719-471-7623	deacondave@qwestoffice.net
Jeff Borst	Sierra H.S.	719-579-2090	719-226-7284	jborst@hsd2.org
Anthony Myers	Grand Junction H.S.	970-254-6900	970-241-5154	amyers@mesa.k12.co.us

ROCKY MOUNTAIN NORTH DISTRICT

Qualifying Congress TBA @ TBA; Tournament TBA @ TBA

<u>Name</u>	<u>School</u>	<u>Phone</u>	<u>Fax</u>	<u>E-mail</u>
Emily Wallin (Chair)	Niwot H.S.	303-652-2550	303-652-1592	Wallin_Emily@stvrain.k12.co.us
Paul S. Demaret	Rocky Mountain H.S.	970-416-7000	970-416-7001	pdemaret@psdschools.org
Jim Dornan	Longmont H.S.	303-776-6014	303-678-7583	Dornan_jim@stvrain.k12.co.us
Sarah M. French-Hahn	Greeley Central H.S.	970-348-5000	370-348-5030	sfrench@greeleyschools.org
James Holtz	Westminster H.S.	303-428-9541	303-657-3989	JHOLTZ@adams50.org

ROCKY MOUNTAIN SOUTH DISTRICT

**Tournament April 16-17, 2010 @ Golden H.S.
 Qualifying Congress April 9-10, 2010 @ Denver City & County Bldg.**

<u>Name</u>	<u>School</u>	<u>Phone</u>	<u>Fax</u>	<u>E-mail</u>
Lowell Sharp, (Chair)	Golden H.S.	303-456-6852 (H)	303-982-4201	bsharp@netscape.com
Gregory N. Davis	Lakewood H.S.	303-982-7096	303-982-7097	gndavis@comcast.net
Tom Biddle	Bear Creek H.S.	303-982-8855	303-982-8856	tbiddle@jeffco.k12.co.us
Maryrose Kohan	George Washington H.S.	720-483-8600	720-423-8633	maryrose_kohan@dpsk12.org
Matt Murphy	Denver East H.S.	720-423-8300	720-423-8306	matthew_murphy@dpsk12.org

Speech CHSAA Bylaws

Season Length/Maximum Contests:

No Speech Meet may be held before October 1st. (Novice Meets Only October 1-November 1) The official end of the Speech Season is the conclusion of the State Tournament. However, schools may participate in National Forensic League District & Qualifying Meets but no other meets after the State Tournament.

A school may be represented in no more than 18 meets a year, exclusive of regional, state and National Forensic League Meets.

A student may compete in no more than 14 contests exclusive of regional and state tournaments and NFL meets if they are competing in more than one event.

No Contestant may participate in one event more than 12 times exclusive of state qualifying, state festival, state tournaments and NFL qualifying contests.

Coaching:

Speech Coaches must meet CHSAA by-laws and have a valid Colorado teacher's license or coaching registration issued by the CHSAA. Every year all speech coaches are required to take a Speech Coaches Test. The test is available online. Your athletic/activity directors have information regarding registration and test information.

Student Eligibility:

A student shall be eligible to represent his/her school in speech activities sanctioned by the CHSAA if such student meets the following requirements:

- ◆ By-law 1700 (Stricter Standards) The student meets any stricter standards of eligibility set by his/her school.
- ◆ By-law 1720 b (Conduct) In the judgment of the principal of the student's school he/she is representative of the school's ideals in matters of **citizenship**, conduct, and sportsmanship.
- ◆ During the period of participation the student must be enrolled in courses that offer in aggregate a minimum of 2.5 Carnegie units per semester.

Academic All State/Academic Team Champions

For your information, CHSAA has programs called the "Team Academic Award" and the "Academic All-State Honors Program." See your Athletic Director for more information.

REGIONAL QUALIFYING INFORMATION

* Indicates schools playing up a classification.

REGION	REGIONAL DIRECTOR	DATE	SCHOOLS
I Northern	Jim Dornan Longmont H.S. 1040 Sunset Street Longmont, CO 80501 303-776-6014 Site: TBA	Feb. 26-27 PRE- REGISTRATION & ORIGINAL ORATORY POSTMARK DEADLINE: FEBRUARY 13	TOURNAMENT SCHOOLS: Boulder, *Broomfield, *Centaurus, *Erie, Fairview, Fort Collins, *Greeley Central, *Greeley West, Legacy, *Longmont, Loveland, Monarch, *Mountain View, *Niwot, *Northridge, Poudre, Rocky Mountain, *Silver Creek, *Skyline, *Thompson Valley, *Weld Central, Windsor
II Metro	Tammie Peters Golden H.S. 701 24 th Street Golden, CO 80401 303-982-4200 Site: Overland H.S.	Feb. 26-27 PRE- REGISTRATION & ORIGINAL ORATORY POSTMARK DEADLINE: FEBRUARY 13	TOURNAMENT SCHOOLS: Arapahoe, Brighton, Chaparral, Cherry Creek, Columbine, Conifer, Denver North, Denver South, Elizabeth, golden, Grandview, Kennedy, Kent Denver, Ralston Valley, Rock Canyon, Smoky Hill, ThunderRidge, Valor Christian, Westminster
III Metro	Christine Sukup Overland H.S. 12400 E. Jewell Avenue Aurora 720-747-3567 Site: Overland H.S.	Feb. 26-27 PRE- REGISTRATION & ORIGINAL ORATORY POSTMARK DEADLINE: FEBRUARY 13	TOURNAMENT SCHOOLS: Abraham Lincoln, Aurora Central, Bear Creek, Denver West, Eaglecrest, Englewood, Gateway, Green Mountain, Highlands Ranch, Hinkley, Holy Family, Montbello, Mountain Vista, Mullen, Overland, Pomona, Ponderosa, Standley Lake
IV Southern	Paulette Frye Pueblo West H.S. 661 Capistrano Pueblo West 719-547-8050 Site: Pueblo West H.S.	Feb. 19-20 PRE- REGISTRATION & ORIGINAL ORATORY POSTMARK DEADLINE: FEBRUARY 6	TOURNAMENT SCHOOLS: *Canon City, *Crowley County, *Custer County, *Hoehne, *Lamar, *Las Animas, *La Veta, *Pueblo Centennial, *Pueblo Central, *Pueblo County, *Pueblo East, *Pueblo South, *Pueblo West, *Rocky Ford, *Rye, Trinidad

V North Western	For qualifying purposes, Region V schools shall be permitted to attend regional qualifying meets nearest them according to speech boundaries.		
VI Western	AJ Smith Montrose H.S. 600 S. Selig Montrose 970-249-6636 Site: TBA	Feb. 26-27 PRE- REGISTRATION & ORIGINAL ORATORY POSTMARK DEADLINE: FEBRUARY 13	TOURNAMENT SCHOOLS: Central (G.J.), *Delta, Durango, Fruita Monument, Grand Junction, *Hotchkiss, *Moffat County, *Montrose, *Ouray County Speech Team, *Palisade, *Paonia, *Ridgway, *Steamboat Springs
VII South Central	Jeff Borst Sierra H.S. 2250 Jetwing Drive Colorado Springs, CO 80916 719-579-2090 Site: TBA	Feb. 26-27 PRE- REGISTRATION & ORIGINAL ORATORY POSTMARK DEADLINE: FEBRUARY 13	TOURNAMENT SCHOOLS: Air Academy, *Cheyenne Mountain, *Classical Academy, Coronado, *C.S. Christian, Doherty, Fountain Ft. Carson, Harrison, Lewis-Palmer, *Liberty, *Manitou Springs, *Mesa Ridge, Mitchell, Palmer, *Pine Creek, Rampart, *Sand Creek, *Sierra, *St. Mary's, Wasson, *Widefield, *Woodland Park
VIII Metro	Kevin Brich Chatfield H.S. 7227 S. Simms Street Littleton, CO 80127 303-982-3670 Site: TBA	Date TBA PRE- REGISTRATION & ORIGINAL ORATORY POSTMARK DEADLINE: TBA	TOURNAMENT SCHOOLS: Arvada. Berthoud, Castle View, Chatfield, Cherokee Trail, Dakota Ridge, Denver East, Denver School of the Arts, Douglas County, Evergreen, George Washington, Heritage, Lakewood, Littleton, Summit, Thornton, Rangeview, Regis (Girls Division), Wheat Ridge

PRE- REGISTRATION

Two registration forms are required. One should be sent to the tournament director listed with the tournament information; the second one should be sent to CHSAA along with a check for registration fees.

FEES ARE:

Individual event	\$ 12.00 per student
Debate & Duo Interp	\$ 24.00 per team
Lincoln-Douglas Debate	\$ 12.00 per student

PLEASE REMEMBER: A \$20.00 late fee will be assessed those schools not meeting the registration deadline!!!

Schools MUST pre-register two weeks prior to the regional tournament in order to be eligible to compete. Postmark deadlines are listed above with the regional tournament information.

Events and Their Rules

1. General Rules:

- A. CHSAA rules apply to the Regional Qualifying and State Tournament. (Many invitational tournament directors use these rules as a matter of choice.)
- B. All coaches, judges, competitors, and students must follow these published CHSAA rules. Violating these rules may result in disqualification.
- C. Competitors must compete under the code listed on the final registration form. That means that if a competitor is listed as "A" and competes as "B," he/she will be disqualified.
- D. Students are expected to compete in the correct room.
- E. In order to advance, a competitor must compete in every round.
- F. Students are expected to engage in ethical behavior. All coaches should stress good sportsmanship.
- G. Students are expected to be on time to rounds.
- H. Observers are allowed, but they may not use any electronic devices including but not limited to computers, palm pilots, cameras, cell phones, video and/or audio recording equipment. Observers may not take notes in debate. Flowing and note taking are permitted only for the debaters and for the critic(s).
- I. Critics should not discuss any student's performance, debate cases or strategies with coaches, students or other critics during a tournament.
- J. Timing: When the judge follows the timing rules by having only a judge time, by using and showing time cards, and by giving an audible stop after the 15 second grace period, the speaker(s) who is overtime must be ranked fourth in the preliminary and semi rounds and last in finals.
- K. Speakers should speak in the order in which they are scheduled.
- L. Students who do not compete in all scheduled rounds at Regionals cannot advance to the State Tournament.
- M. No electronic retrieval devices are allowed in any round of competition. This includes but is not limited to computers, palm pilots, cameras, cell phones, video and /or audio recording equipment.
- N. In all debate events, the winning team must receive more speaker points than the losing team. Speaker ranks and points must correspond. No ties are allowed.
- O. In all non-debate events, speaker ranks and points must correspond. No ties are allowed.
- P. Oral critiques are not allowed.

2. Extemporaneous Speaking Rules:

- A. There shall be two divisions: International and National. National topics will cover U. S. domestic and U.S. foreign policy. International topics will cover the domestic affairs of foreign countries and the foreign affairs of all countries, including the United States.
- B. Prior to Round 1 of the tournament, extempers are to report to the preparation room to have files checked. Files may contain published books, magazines, newspapers and journals or articles therefrom provided:
 1. The original article or copy is intact and uncut and there is no written material on that article with the exception of a permissible source citation for the article.
 2. Topical index without annotation may be present.
 3. Highlighting and underlining is permissible providing there is only one color per article.
 4. Online printed copies of articles may be used.
 5. Prewritten speeches, old note cards, handbooks, briefs and outlines shall be barred from the extemp prep room.
- C. Any extemp found with illegal material after the start of Round 1 is disqualified.

- D. 30 minutes prior to speaking the extemper will draw 3 topics in the preparation room. He/she immediately chooses one, puts the other two back, and the draw supervisor records the number of the chosen topic.
- E. The speaker shall present his/her topic slip to the judge. Failure to speak on the topic chosen will result in the speaker's disqualification.
- F. Extempers may not confer with others during their preparation. A competitor who confers with others prior to delivering the speech may be disqualified.
- G. Speakers are not to leave the prep area until 5 minutes prior to speaking or until released by an official.
- H. One note card is allowed. (It may be 3 x 5, 4 x 6, or 5 x 7.)
- I. There is no minimum time but the speaker may not exceed 7 minutes. After a 15-second grace period and an audible STOP, the judge will rank the speaker last.
- J. No electronic retrieval devices are allowed in the prep room or in the round. This includes but is not limited to computers, palm pilots, cameras, cell phones, video and /or audio recording equipment.

3. Original Oratory Rules:

- A. The competitor presents a memorized oration composed by him/herself and not used during a previous Regional Qualifying or State Tournament.
- B. An orator holding a manuscript or notes will be ranked last.
- C. The orator must be truthful. Any non-factual reference, especially a personal one, must be so identified.
- D. There is no minimum time but the speaker may not exceed 10 minutes. After a 15-second grace period and an audible STOP, the judge will rank the speaker last.
- E. For Regionals the orator's script must be sent to the Regional Chairperson with the team's preliminary registration. It must have the OO cover sheet (see page 27) attached to the front and completely filled out. The OO that is submitted with the registration is the one with which the competitor must compete.
- F. For the State Tournament the orator's script must be sent to CHSAA with the team's registration. It must have an OO cover sheet (page S-14) attached to the front and completely filled out. The competitor may change his/her OO from Regionals to State; however, the OO that is submitted with the registration is the one with which the competitor must compete.
- G. The oration may not contain more than 150 words of quoted material. Extensive paraphrasing from other sources is prohibited.
- H. If an orator submits an oration with more than 150 quoted words, the meet director will give the orator a chance to correct the error. Those who fail to do so by the deadline given by the tournament director will not be allowed to compete.
- I. No props or visual aids may be used in OO.
- J. Orators caught plagiarizing or extensively paraphrasing will be disqualified.

4. Dramatic Interpretation Rules:

- A. The oral interper recreates and shares a selection of material from printed, published source(s) that have literary merit.
- B. Material printed off the internet is NOT considered to be a printed, published source.

- C. Material printed on the jacket of a recording is considered to be printed, published material.
- D. There is no minimum time but the speaker may not exceed 10 minutes. After a 15-second grace period and an audible STOP, the judge will rank the speaker last.
- E. The interper must be careful to avoid violating the author's intent.
- F. Deletions of words from the original may be made, but words may be added only for transitional purposes.
- G. The interper must provide an introduction that adequately identifies the title and author of the source(s).
- H. If the interper uses a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
- I. When an interper is using multiple vignettes, multiple introductions may be used.
- J. During the introduction and throughout the performance the interper may use vocal, facial, and bodily expression as long as he/she does not detract from the meaning of the material.
- K. Singing is allowed.
- L. At both Regionals and State the interper must bring the original source. If there is a protest and the competitor cannot produce the original source, he/she will be disqualified.
- M. A competitor may not compete with the same source used in any prior Regional or State Tournament, even if the source was used in another event. For example, a student who competed in a previous year in duo with a cutting from *Sybil* may not compete in a succeeding year in Drama with a cutting from *Sybil*.
- N. No props or costumes are allowed.
- O. The student, not the cutting, qualifies for the State Tournament; therefore, if a student wishes to change his/her cutting from Regionals to State, he/she may do so. However, the cutting listed on the final registration form for the tournament must be the one the competitor uses in that competition.
- P. Scripts are optional.
- Q. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.
- R. There is a procedure for protesting material that someone deems questionable. See the form on page 41. This form is available at all tournaments.

5. Humorous Interpretation Rules:

- A. The rules for humor are the same as those listed above (A – R) for drama.

6. Poetry Interpretation Rules:

- A. The rules for poetry are the same as those listed above (A – R) from drama.

7. Duo Interpretation Rules:

- A. The rules for duo are the same as those listed above (A – R) from drama.
- B. Each speaker must portray one or more characters during the presentation.
- C. Narration may be presented by one or both speakers.
- D. The speakers may not look at one another or make contact with each other in any way, except during the introduction.
- E. Either may pivot from side-to-side or turn around, change places, stand with one behind the other, or otherwise move and suggest changes in relationships.
- F. Material may be humorous, serious, or both.

8. Lincoln-Douglas Debate Rules:

- A. CHSAA uses the NFL September/October topic for 1st semester and the NFL January/February topic for 2nd semester. All topics are posted at www.chsaa.org (click on sports/activities, activities, speech, and then topics). Invitational tournaments are free to choose their own topics so always read the invitations carefully to be certain competitors arrive at the meet having prepared for the proper topic.
- B. The topic is a resolution of value debated by one competitor against one opponent.
- C. The format for the debate is as follows:
 Affirmative.6-minute constructive
 Negative.3-minute cross-examination
 Negative.7-minute constructive
 Affirmative.3-minute cross-examination
 Affirmative.4-minute rebuttal
 Negative.6-minute rebuttal
 Affirmative.3-minute rebuttal
 (Each debater is allowed a total of 3 minutes preparation time during the course of the debate.)
- D. The affirmative debater must identify and support the value(s) suggested by the resolution of value.
- E. The affirmative debater must fulfill the burden of clash by opposing the value(s) supported by the negative.
- F. The negative debater must identify and support the value(s) suggested by the resolution of value.
- G. The negative debater must also fulfill the burden of clash by opposing the affirmative stance.
- H. No plan is proposed.
- I. LD debaters MAY choose to use some of the following terms when presenting their arguments:
Core Value: Center of the argument; a value held by society which helps determine the actions it will take
Criterion: A standard of measuring how the resolution meets the value; often posed by philosophers
Contention: Reasons for the argument; major points of the debater's case
Subpoint: Support for the contentions
- J. LD debate is more philosophical than policy debate and has less emphasis on evidence than policy debate.
- K. Debaters must orally deliver citations for each piece of evidence introduced to include the name of the author, complete source title, complete date and page number. Should two or more quotations be used from the same source, the complete citation need be given only for the first piece of evidence used from that source.
- L. The negative position can be anything that is not the affirmative. The negative is not required to support the opposite of the resolution.
- M. Visual aids are allowed.
- N. No electronic retrieval devices are allowed in the round. This includes but is not limited to computers, palm pilots, cameras, cell phones, video and /or audio recording equipment.
- O. New evidence may be introduced in rebuttals. New arguments may not be introduced in rebuttals. An affirmative response in the first rebuttal of a negative argument presented in the last negative constructive is not considered a "new argument" and is, therefore, permissible.

9. Cross Examination Debate Rules:

- A. CHSAA uses the national topic which is announced in the spring of each year to be used as the topic for the entire following school year.
- B. The topic is a resolution of policy debated by a team of two competitors against an opposing team of two competitors. It involves a question of policy in which the affirmative proposes a change from the status quo.
- C. The format for the debate is as follows:
 - Constructive Speeches-*
 - First Affirmative- 8 minutes
 - 3 minute cross examination by negative
 - First Negative- 8 minutes
 - 3 minute cross examination by affirmative
 - Second Affirmative- 8 minutes
 - 3 minute cross examination by negative
 - Second Negative- 8 minutes
 - 3 minute cross examination by affirmative
 - Rebuttal Speeches-*
 - First Negative- 4 minutes
 - First Affirmative- 4 minutes
 - Second Negative- 4 minutes
 - Second Affirmative- 4 minutes
 - (Each team is allowed a total of five minutes preparation time during the course of the debate.)
- D. No speaker may follow him/herself. Therefore, while the first and second affirmative speakers may elect to reverse their speaking order in the rebuttal period, this privilege is not afforded the negative team.
- E. Each speaker must question and be questioned.
- F. No electronic retrieval devices are allowed in the round. This includes but is not limited to computers, palm pilots, cameras, cell phones, video and /or audio recording equipment.
- G. Debaters shall orally deliver during each round citations for each piece of evidence introduced to include the name of the author, complete source title, complete date and page number. Should two or more quotations be used from the same source, the complete citation need be given only for the first piece of evidence used from that source.
- H. New evidence may be introduced in rebuttals. New arguments may not be introduced in rebuttals. An affirmative response in first rebuttal of a negative argument presented in the last negative constructive is not considered a "new argument" and is, therefore, permissible.
- I. A judge may not ask to see evidence unless that evidence is challenged by the opposing team and the original source is present in the room.
- J. Both sides have burden of clash and must directly refute arguments made by their opponents.
- K. The negative has the presumption (meaning the current system, or status quo, is "innocent unless proven guilty" by the affirmative).
- L. The affirmative has the burden of proof (meaning the affirmative must prove that the status quo must be changed according to the resolution).
- M. The affirmative must propose a plan, as well as present a rationale for adopting the resolution.
- N. There is no prescription for organization of the affirmative or negative cases. Arguments may be presented in any reasonable order.
- O. The plan need not be presented in the first affirmative constructive speech, but if presented in the second affirmative constructive speech it should be in the first part of that speech.

- P. The affirmative team must present a prima facie case which contains **all** of the following elements: (The following “stock issues” must **all** be won by the affirmative for the decision to be affirmative.)
Topicality: Present a case, which is a reasonable interpretation of the resolution.
Harms/Advantages: Define a problem
Significance: Show significance of the harm or advantage
Inherency/Uniqueness: Show an inherent factor in the present system which prevents the problem from being solved or the advantage from being gained.
Rational plan: Propose a rational policy that will work to solve the problem or gain the advantage without creating any greater problems in the process. The plan is workable, or able to function as a federal program. It meets needs or gains advantages and its gains are not outweighed by its disadvantages.
- Q. If the negative offers a counter plan, they lose presumption (the status quo is no longer presumed innocent) and the affirmative team no longer has the burden of proof (they no longer have to prove the status quo is guilty of causing significant problems). The negative counter plan must be non-topical, outside the bounds of the resolution, and must solve affirmative harms.
- R. Visual aids are allowed.

10. Public Forum Debate Rules:

- A. Public Forum debates a new topic each month. Those topics are the same as the NFL topics. The February NFL topic is used at all regional qualifying tournaments. The March NFL topic is used at the State Tournament. The March NFL topic may not be used at any regional qualifying or invitational tournaments. It is very important to note that invitational tournaments are free to choose their own topics, so always read the invitations carefully to be certain competitors arrive at the meet having prepared for the proper topic.
- B. The resolution will provide each team of two the opportunity to argue contemporary issues in a forum that is accessible to a general audience.
1. Each team will try to convince a neutral judge that they have better reasons for their positions.
 2. Some evidence should be used to support their points during the debate.
 3. Debaters may choose to focus on practical issues, philosophical issues or a combination.
 4. Both teams are responsible for directly responding to arguments made by their opponents.
 5. Prior to the round in the presence of the judge(s), a coin is tossed by one team and called by the other team.
 6. The team winning the flip may choose one of two options EITHER:
 - a. The SIDE of the topic to defend (pro or con) OR
 - b. The SPEAKING POSITION they wish to have (begin or end the debate)
 7. Once the coin toss winners select their favored option, the other team makes a choice within the remaining option and the debate begins.
 8. The format for the debate is as follows:
 - a. Constructive speeches
 Team A Speaker 1- 4 minutes Team B Speaker 1- 4 minutes **Crossfire** A1 & B1- 3 minutes
 Team A Speaker 2- 4 minutes Team B Speaker 2- 4 minutes **Crossfire** A2 & B2- 3 minutes
 b. Summary speeches which include arguments the debaters feel their team is winning and refuting arguments he/she feels they are losing
 Team A Speaker 1- 2 min. Team B Speaker 1- 2 min. **Grand Crossfire** (all speakers)- 3 min.
 c. Final focus speeches which are a persuasive final restatement of why a team won the debate
 Team A Speaker 2- 1 min. Team B Speaker 2- 1 min. Prep Time: 2 min. per team

9. In “crossfire” both debaters “hold the floor.”
 - a. The first question must be asked by the speaker who spoke first.
 - b. After the first question either debater may question and/or answer at will.
10. In grand crossfire the first question must be asked by the speaker who gave the first summary speech.
11. Visual aids are allowed.
12. No electronic retrieval devices are allowed in the round. This includes but is not limited to computers, palm pilots, cameras, cell phones, video and /or audio recording equipment.

REGIONAL QUALIFYING INFORMATION

Schools **MUST** pre-register two weeks prior to the Regional Tournament in order to be eligible to compete. Postmark deadlines are listed with the Current Season information. Final registration forms are due prior to the 1st round. Students **MUST** follow the codes assigned on the final registration form. **Coaches must be available at all times to judge as needed.**

REGIONAL REGISTRATION AND FEES:

Registration fees must accompany the registration form. LATE REGISTRATIONS WILL BE ASSESSED A \$20.00 LATE FEE. Send one form to your Regional Director by the entry deadline. Mail the second form and check to CHSAA.

FEES ARE:

Individual event	\$ 12.00 per student
Debate	\$ 24.00 per team
Lincoln-Douglas Debate	\$ 12.00 per student
School registration fee approved by the Board of Control	\$10.00 per school

PLEASE REMEMBER: A \$20.00 late fee will be assessed those schools not meeting the registration deadline!!!!

REMINDERS**ORIGINAL ORATION:**

The cover sheet (page 28) and a typed manuscript must be submitted with each oratory entry. This must accompany your pre-registration! Each student's oration that is submitted with the pre-registration must be the oration used in competition. Personal references must be truthful.

ORATIONS ARE LIMITED TO NO MORE THAN 150 QUOTED WORDS. ALL QUOTES MUST BE UNDERLINED AND THE NUMBER OF QUOTED WORDS INDICATED AT THE BOTTOM OF EACH PAGE. Extensive paraphrasing of another source is prohibited.

No student may enter a state qualifying round or state tournament with an oration used in a prior state regional qualifying or state tournament.

INTERP EVENTS

Selection of material must be made from printed, published sources which have literary merit. ALL COACHES ARE REQUIRED TO BRING THE ORIGINAL OF THE SOURCE(S) TO THE REGIONAL AND STATE TOURNAMENTS.

Dramatic, Humorous, Poetry and Duo performances may be presented with or without scripts.

RULES GOVERNING DIFFERENT EVENTS

The Events section of your speech handbook contains descriptions and rules for each event. Please read these carefully.

DROPS

Drops made on the day of participation will require an additional payment of \$12.00.

ADDS THE DAY OF THE MEET

Adds on the day of the meet will require an additional payment of \$20.00.

ALTERNATES:

Schools with a full complement of competitors in any one event may also list an alternate in that event on the pre-registration form. **When a regular competitor must be dropped, alternates are to be randomly drawn into the competition.** Regional tournament directors will establish deadlines for when alternates may be drawn into the tournament. **The number of alternates drawn may not exceed the number of drops.** Alternates drawn in after scheduling the tournament will assume the speaker assignments of the drop being replaced. No rescheduling will be done to accommodate alternates drawn in after scheduling has been completed. Reschedule only to avoid sections of less than 4 in events and to avoid more than 1 bye in debate.

DOUBLE ENTRY FORM:

The participation of each student is limited to one “A” event and one “B” event as listed on the Regional Qualifying pre-registration form at a Regional Qualifying Meet. The student may participate in only one event at the State Tournament. The student and his/her coach must decide prior to the first round of the Regional Qualifying meet which event to enter at the State Tournament should the student qualify in both. This decision must be identified on the Double Entry Form (page 29) and submitted to the Regional Tournament Director PRIOR TO THE FIRST ROUND OF THE REGIONAL QUALIFYING MEET.

COACHING RESPONSIBILITIES

Each school must have its **own** coach who will be available throughout the meet. **If the coach is not the CHSAA registered coach, the on site coach must have the signature of the principal authorizing his/her official capacity as the coach.** Coaches must be available to judge all rounds as long as their students are still in competition. The coach must check in at the registration desk on both days of the tournament. At that time, registrations will be re-checked and the presence of all qualified participants will be verified.

OBSERVERS

Observers will be allowed during all rounds. NO FLOW SHEETING in any form will be permitted in debate and no ELECTRONIC DEVICES including but not limited to computers, palm pilots, cameras, cell phones, video and/or audio recording equipment will be permitted in any event. Observers cannot enter or leave the room during a participant's presentation.

Regionals**SCHEDULING**

All events, including debate, must be pre-scheduled for rounds 1, 2, and 3 following the pairing criteria. No results can be recorded until the 3 preliminary rounds are scheduled.

QUALIFYING IN LD, CX AND PUBLIC FORUM:

All LD, PF and CX teams who have a 3-1 or 4-0 record qualify for the State Tournament. There are no alternates in debate. Debaters must compete in all 4 rounds to advance to the State Tournament.

PAIRING: CROSS EXAMINATION AND LINCOLN DOUGLAS DEBATE

1. Priorities for Rounds 1,2,3, & 4
 - A. The first priority is the drawing of byes
 - B. The second priority is to avoid the pairings of teams from the same school.
 - C. The third priority is the pairing of undefeated.
 - D. The fourth priority is to avoid pairing of teams who have met previously in the tournament, if possible.
 - E. The fifth priority is the selection of a once defeated to meet an undefeated.
2. The pairing of Rounds 1 & 2 & 3
 - A. Philosophy: A team is independent in that sides debated by other teams from its school are irrelevant and NOT used when pairing.
 - B. Byes: If byes are necessary, byes are handled as follows:
 1. No team shall receive more than one bye in the tournament.
 2. No school may be scheduled for more than one bye in rounds 1 – 3, if numerically possible.
 3. Byes are to be drawn by blind draw from all eligible teams and schools.
 4. No school may refuse a bye.
 5. A bye is a win for this tournament.
 - C. A matrix should be used to schedule these rounds.
 - D. Pairing of Round 1:
 1. Arrange all teams entered in numerical/alphabetical order (1A, 2A, 2B, 5A, etc.)
 2. If there is an odd number of teams entered, draw a bye and give that team a “win” for Round 1.
 3. Separate the remaining pile of tab cards into two piles by placing the first card to the left, the second to the right, the third to the left, etc.
 4. Shuffle each of these two piles separately.
 5. Place one pile to the left for Affirmative and one to the right for Negative.
 6. If numerically possible, no school shall meet another school more than once unless the small number of entries and/or random drawing of byes makes this unavoidable.
 - E. Pairing of Round 2:
 1. If a bye is needed in Round 2, draw one as above, from all eligible teams and schools. (Exclude a team with a Round 1 bye and other teams from that school from consideration.) Give the bye team a Round 2 “win.”
 2. On a table to the left place all teams with more negative debates, who should now debate affirmative. At the right, place those with more affirmative debates, who should now debate negative. (A team not debating Round 1 because of a bye may uphold either side.)
 3. Shuffle the negative cards.
 4. Pair to avoid having teams from the same school meet, if numerically possible.
 5. Pair to avoid having teams meet a second time if numerically possible. If teams must meet a second time, they will reverse sides upheld in their previous meeting.
 6. If numerically possible, no school shall meet another school more than once unless the small number of entries and/or random drawing of byes makes this unavoidable.
 - F. Pairing of Round 3:
 1. If a bye is needed in Round 3, draw it from all eligible teams and schools, again excluding a team that’s had a bye and excluding teams from a school that’s had a bye. Give the bye team a “win.”

2. Place the teams who don't have one affirmative and one negative debate into the appropriate Affirmative or Negative pile.
 3. Rearrange the remaining teams in numerical/alphabetical order, as done before Round 1 (1A, 2A, 2B, 3A, etc.)
 4. Divide this pile into two equal piles by placing the first two cards on the left, the next two on the right, and alternating left-left, right-right.
 5. Place one pile to the left for Affirmative and one to the right for Negative.
 6. Should these two piles be unequal, draw by blind draw from the side with "more" to fill the side with "less."
 7. Shuffle the negative pile.
 8. Pair Round 3 to avoid having teams from the same school meet, if numerically possible.
 9. Pair to avoid having teams meet a second time, if numerically possible. If teams must meet a second time, they will reverse sides upheld in their previous meeting, despite any potential side constraints.
 10. If numerically possible, no school shall meet another school more than once unless the small number of entries and/or random drawing of byes makes this unavoidable.
3. Pairing of Round 4:
- A. Philosophy: A team is an independent unit and shall be paired and assigned sides based upon its own record. The opponents debated, or sides debated, by other teams from its school are irrelevant and must NOT be used when pairing or assigning sides.
 - B. Byes:
 1. No team shall receive more than one bye in the tournament.
 2. Byes shall be drawn first, if possible, from those teams having lost the first two rounds.
 3. A school may have a second bye in round 4.
 4. No school may refuse a bye.
 - C. Power Matching
 1. The round 4 pairing is to be done on the basis of results after Round 2. Team with like records should meet (2-0 debates 2-0, 1-1 debates 1-1, 0-2 debates 0-2).
 - D. Undefeated Bracket:
 1. Pair undefeated teams against undefeated teams.
 2. Teams should alternate sides, if possible.
 3. Procedure: On a table at the left, place the tab cards of teams with more "negative" debates who should debate "affirmative" in the next round. At the right, place those with more "affirmative" debates, who should debate "negative." (Use any teams which may have had an equal number of sides to even the columns.) If there is an uneven number of undefeated teams draw from the pile of "once-defeated" teams who need to uphold the side opposite an "odd" undefeated team. If there are no once defeated teams who need to uphold the side opposite the "odd" undefeated team, draw one from the once defeated teams who can be paired without violating priorities 1B and 1D. If still uneven in number, move cards from the side with "more" to the side with "less." Choose those cards by blind lot. The affirmative cards are to be left on the table. The negative cards are to be shuffled and placed in sequence opposite the affirmative cards.
 - E. Once-Defeated Bracket:
 1. Pair the remaining once-defeated teams against once-defeated teams.
 2. Teams should alternate sides, if possible.
 3. Procedure: On a table at the left, place the tab cards of defeated teams with more "negative" debates who should debate "affirmative" in the next round. At the right, place those with more "affirmative" debates who should debate "negative" in the next round. (Use any who have had an equal number of both to be used to even the columns, utilizing side alternation where possible.) If still uneven in number, move cards from the side with "more" to the side with "less." Choose those cards by blind lot. The affirmative cards are to be left on the table. The negative cards are to be shuffled and placed in sequence opposite the affirmative cards.

4. Teams that have met previously should not be paired, except to avoid pairing teams from the same school if unavoidable. If teams must meet a second time, they will reverse sides upheld in their previous meeting, despite any potential side constraints.
 - F. Pairing the Twice-Defeated Bracket
 1. Follow the same procedure as for the once-defeated bracket.
4. **All CX teams and LD debaters with 4-0 and 3-1 records will qualify to state. No alternates for state in debate events will be selected.**

PAIRING: PUBLIC FORUM

1. Priorities for Rounds 1,2,3, & 4
 - A. The first priority is the drawing of byes
 - B. The second priority is to avoid the pairings of teams from the same school.
 - C. The third priority is the pairing of undefeated.
 - D. The fourth priority is to avoid pairing of teams who have met previously in the tournament, if possible.
 - E. The fifth priority is the selection of a once defeated to meet an undefeated.
2. The pairing of Rounds 1 & 2 & 3
 - A. Philosophy: A team is independent in that sides debated by other teams from its school are irrelevant and NOT used when pairing.
 - B. Byes: If byes are necessary, byes are handled as follows:
 1. No team shall receive more than one bye in the tournament.
 2. No school may be scheduled for more than one bye in rounds 1 – 3, if numerically possible.
 3. Byes are to be drawn by blind draw from all eligible teams and schools.
 4. No school may refuse a bye.
 5. A bye is a win for this tournament.
 - C. A matrix should be used to schedule these rounds.
 - D. Pairing of Round 1:
 1. Arrange all teams entered in numerical/alphabetical order (1A, 2A, 2B, 5A, etc.)
 2. If there is an odd number of teams entered, draw a bye and give that team a “win” for Round 1.
 3. Separate the remaining pile of tab cards into two piles by placing the first card to the left, the second to the right, the third to the left, etc.
 4. Shuffle each of these two piles separately.
 5. Place one pile to the left and one to the right.
 6. If numerically possible, no school shall meet another school more than once unless the small number of entries and/or random drawing of byes makes this unavoidable.
 - E. Pairing of Round 2:
 1. If a bye is needed in Round 2, draw one as above, from all eligible teams and schools. (Exclude a team with a Round 1 bye and other teams from that school from consideration.) Give the bye team a Round 2 “win.”
 2. Pair to avoid having teams from the same school meet, if numerically possible.
 3. Pair to avoid having teams meet a second time if numerically possible.
 4. If numerically possible, no school shall meet another school more than once unless the small number of entries and/or random drawing of byes makes this unavoidable.

F. Pairing of Round 3:

1. If a bye is needed in Round 3, draw it from all eligible teams and schools, again excluding a team that's had a bye and excluding teams from a school that's had a bye. Give the bye team a "win."
2. Pair Round 3 to avoid having teams from the same school meet, if numerically possible.
3. Pair to avoid having teams meet a second time, if numerically possible.
4. If numerically possible, no school shall meet another school more than once unless the small number of entries and/or random drawing of byes makes this unavoidable.

3. Pairing of Round 4:

A. Philosophy: A team is an independent unit and shall be paired and assigned sides based upon its own record. The opponents debated, or sides debated, by other teams from its school

are irrelevant and must NOT be used when pairing or assigning sides.

B. Byes:

1. No team shall receive more than one bye in the tournament.
2. Byes shall be drawn first, if possible, from those teams having lost the first two rounds.
3. A school may have a second bye in round 4.
4. No school may refuse a bye.

C. Power Matching

1. The round 4 pairing is to be done on the basis of results after Round 2. Teams with like records should meet (2-0 debates 2-0, 1-1 debates 1-1, 0-2 debates 0-2).

D. Undefeated Bracket:

1. Pair undefeated teams against undefeated teams following the priorities listed above.
2. If there are an uneven number of undefeated teams, draw from the pile of once defeated teams a team that can be paired without violating priorities 1B and 1D.

E. Once-Defeated Bracket:

1. Pair the remaining once-defeated teams against once-defeated teams following the priorities listed above.
2. Teams that have met previously should not be paired, except to avoid pairing teams from the same school if unavoidable.

F. Pairing the Twice-Defeated Bracket

1. Follow the same procedure as for the once-defeated bracket.

4. All Public Forum teams with 4-0 and 3-1 records will qualify to state. No alternates for state in debate events will be selected.

HOW TO SCHEDULE DEBATE WHEN 10 OR FEWER TEAMS ARE INVOLVED:

The purpose of these rules is to better insure that each region will have qualifiers in debate to the State Tournament. The following rules for pairing debate are to be used when 10 or fewer teams take part in a regional qualifying meet.

1. A matrix is set up in order to schedule the first three rounds.
2. Byes are drawn at random from all eligible teams. See Section 2B to determine which teams are eligible to receive a bye.
3. Pairings are made to guarantee the following:
 - a. Teams debate two affirmative or two negative rounds. Any team receiving a bye should debate once on each side.
 - b. Avoid teams from the same school meeting unless numerically necessary.
 - c. Avoid teams meeting for a 2nd or 3rd time except in pairing Round 3.
 - d. Pair Round 4 on the basis of records at the end of Round 3 (3-0 teams against 3-0 teams, 2-1 teams against 2-1 teams, etc.)

If there are an odd number of teams total, the bye in Round 4 should be drawn from the 0-3 teams. If there are no 0-3 teams, draw the bye from 1-2 teams.

HOW TO SCHEDULE DEBATE WHEN 5 OR FEWER TEAMS ARE INVOLVED:

	Qualifies													
1 team	1													
2 teams	1	Teams debate twice, Aff/Neg. If there is an undefeated team, the undefeated team qualifies to State. If 1-1, the teams debate for a third time, flip for sides, and the winner qualifies to State.												
3 teams	1	A vs B, C vs A, B vs C. 3-0 team qualifies to State. If there is no 3-0 team, the two teams with the best records debate. Flip for sides and the winner qualifies to State.												
4 teams	1	Round Robin. If undefeated, 3-0 team qualifies to State If no 3-0 team, top two teams debate. Winner qualifies to State.												
5 Teams	2	<table border="0" style="width: 100%;"> <tr> <td>B-D</td> <td>C-D</td> <td>B-E</td> <td>C-B</td> </tr> <tr> <td>A-C</td> <td>E-A</td> <td>D-A</td> <td>D-E</td> </tr> <tr> <td>Bye E</td> <td>Bye B</td> <td>Bye C</td> <td>Bye A</td> </tr> </table> 3-1 and 4-0 teams go. If only one 3-1/4-0, next highest goes.	B-D	C-D	B-E	C-B	A-C	E-A	D-A	D-E	Bye E	Bye B	Bye C	Bye A
B-D	C-D	B-E	C-B											
A-C	E-A	D-A	D-E											
Bye E	Bye B	Bye C	Bye A											

- Determining order of teams:
- 1 W-L Record
 - 2 Have they met
 - 3 Quality of opposition
 - 4 Ranks
 - 5 Speaker points

QUALIFYING IN EVENTS

All events qualify under the following quota system:

QUOTA SYSTEM TO BE USED FOR ALL NON-DEBATE EVENTS**Qualifying number for the Colorado State Speech Tournament**

(Numbers are based on numbers who participate in at least two (2) rounds!)

Number of Entries	Number to Qualify
1-5	2
6-10	3
11-15	4
16-20	5
21-25	6
26-30	7
31-35	8
36-40	9
41-45	10
46-50	11
51-55	12
56-60	13
61-65	14
66-70	15
71-75	16
76-80	17
81-85	18

PAIRING THE EVENTS:

1. The maximum per section is six.
2. If the number of sections is large enough, no students from the same school shall be paired against one another.
3. If possible, no student should meet another student more than once in the same event.
4. The student's speaker position should be varied.

Selecting The State Qualifiers:

In individual events, those competitors with the lowest total cumulative ranks qualify for State. In case of ties, use the following tie-breaking procedure:

Breaking a 2-way tie of cumulative ranks:

1. Have they met?
2. Lowest total rating
3. Highest speaker points
4. If still tied, both qualify

Breaks a 3-or-more-way tie of cumulative ranks:

1. Lowest total rating
2. Highest speaker points
3. If still tied, all qualify
4. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."

**REGIONAL QUALIFYING SPEECH MEET
PRE-REGISTRATION**

Please note that this registration form has a deadline and is subject to a \$20.00 late fee if the form is not postmarked by the deadline. (SEE REGIONAL QUALIFYING DATES.)

Send *ONE FORM TO YOUR REGIONAL DIRECTOR* by the entry deadline. *MAIL THE SECOND FORM AND CHECK to the Colorado High School Activities Association, 14855 E. Second Ave., Aurora, CO, 80011 by the entry deadline!* Students must be accompanied by a teacher/coach who will be available throughout the meet. The principal's signature indicates that the school has permission to attend this activity.

School _____ of group _____ Coach in charge _____ Region _____
(Available at all times)

Principal's Signature _____ School Phone _____

School FAX _____ Coach's Home Phone _____

Coach's Cell Phone _____ E-mail _____

LIST BELOW THE NUMBER OF PARTICIPANTS YOU WILL HAVE IN EACH EVENT. (Names should be submitted on the final registration form and turned in at the time of final registration.) Maximum entrants: FOUR students in each individual event, FOUR students in Lincoln-Douglas Debate and FOUR teams in Cross-Examination Debate and Duo Interp. The participation of each student is limited to ONE "A" and ONE "B" event. Schools that register a full quota of four in any event may register an alternate without cost. List the numbers of students you will have in each event. If you do not have an entry use a zero (regional level fees are shown in parentheses).

	# OF ENTRIES	<input checked="" type="checkbox"/> IF ALTERNATE
<u>"A" EVENTS</u>		
NATIONAL EXTEMPORANEOUS SPEAKING	_____ [\$12.00 per student]	[]
INTERNATIONAL EXTEMPORANEOUS SPEAKING	_____ [\$12.00 per student]	[]
ORIGINAL ORATORY	_____ [\$12.00 per student]	[]
INTERPRETATION OF DRAMA	_____ [\$12.00 per student]	[]
INTERPRETATION OF HUMOR	_____ [\$12.00 per student]	[]
INTERPRETATION OF POETRY	_____ [\$12.00 per student]	[]
<u>"B" EVENTS</u>		
DUO INTERP TEAMS	_____ [\$24.00]	[]
CROSS-EXAMINATION DEBATE TEAMS	_____ [\$24.00]	[]
PUBLIC FORUM DEBATE TEAMS	_____ [\$24.00]	[]
LINCOLN-DOUGLAS DEBATE	_____ [\$12.00 per student]	[]

Student Registration Fee for Individual Events @ \$12.00 per student	= \$ _____
Student Registration Fee for Team Events @ \$24.00 per team	= \$ _____
REGISTRATION FEE (Approved by the April, 1996 Board of Control)	+ \$ <u>10.00</u>
TOTAL AMOUNT ENCLOSED	= \$ _____
Drops on the day of participation will require an ADDITIONAL payment of \$12.00 per student.	

Oration Form

STUDENT NAME _____ COACH NAME _____

SCHOOL _____ DATE SUBMITTED _____

(Submit with Pre-Registration)

REGION NUMBER _____

Underline quoted words and put the number quoted on the bottom of each page.

Insert Oration here. Staple typed pages to this sheet.

“Except for 150 words or less that are quoted, and for which sources are cited, this oration is my original work.

_____ (Student signature)

“To the best of my knowledge, this oration (except for quoted words) is this student’s original work.

_____ (Coach signature)

DOUBLE ENTRY FORM

COMPLETE AND RETURN TO REGIONAL DIRECTOR PRIOR TO FIRST ROUND OF TOURNAMENT

Name _____ Date _____

School _____ Code _____

I am entered in these two events:

1)

2)

IF I HAPPEN TO QUALIFY FOR STATE IN TWO AREAS OF COMPETITION, I WOULD GO TO STATE IN THE FOLLOWING EVENT: (No additional conditions can be added to this form.)

Event _____

Student's Signature _____

Coach's Signature _____

Regional Qualifying Speech Meet
Final Registration Form

(Submit this form at meet headquarters during the final registration.) These are the names of participants for the numbers submitted with the pre-registration. Do not list more than appear there. STUDENTS MAY ENTER ONLY ONE "A" AND ONE "B" EVENT. Note: Each student who is double entering must state, in writing, prior to the first round of the tournament, which event he/she will compete in at the State Tournament if he/she double qualifies. Failure to do so means the student will not be allowed to participate in Regionals. Students must compete using codes assigned on this form. This form must be turned in prior to the start of Round I.

Please print clearly and give full name!!

School: _____ Coach in charge
of team: _____

National Extemporaneous Speaking- "A" Event

A. _____ C. _____

B. _____ D. _____

Alternate _____

International Extemporaneous Speaking- "A" Event

F. _____ H. _____

G. _____ J. _____

Alternate _____

Original Oratory- "A" Event

A. _____ Topic _____

B. _____ Topic _____

C. _____ Topic _____

D. _____ Topic _____

Alternate _____ Topic _____

Interpretation of Dramatic Literature- "A" Event

A. _____ Title _____

Author _____

B. _____ Title _____

Author _____

C. _____ Title _____

Author _____

D. _____ Title _____

Author _____

Alternate _____ Title _____

Author _____

(Regional Qualifying Final Registration Form- page 2)

Interpretation of Humorous Literature- "A" Event

A. _____ Title _____

Author _____

B. _____ Title _____

Author _____

C. _____ Title _____

Author _____

D. _____ Title _____

Author _____

Alternate _____ Title _____

Author _____

Interpretation of Poetry- "A" Event

A. _____ Title _____

Author _____

B. _____ Title _____

Author _____

C. _____ Title _____

Author _____

D. _____ Title _____

Author _____

Alternate _____ Title _____

Author _____

Cross Examination Debate- "B" Event

A. _____ & _____

B. _____ & _____

C. _____ & _____

D. _____ & _____

Alternate _____ & _____

Lincoln Douglas Debate- "B" Event

A. _____

B. _____

C. _____

D. _____

Alternate _____

(Regional Qualifying Final Registration Form- page 3)

Public Forum Debate- "B" Event

A. _____ & _____
B. _____ & _____
C. _____ & _____
D. _____ & _____
Alternate _____ & _____

Duo Interp- "B" Event

A. _____ & _____
Title _____
Author _____
B. _____ & _____
Title _____
Author _____
C. _____ & _____
Title _____
Author _____
D. _____ & _____
Title _____
Author _____
Alternate _____ & _____
Title _____
Author _____

STATE TOURNAMENT GENERAL INFORMATION

After regional qualifying meets, a Registration Form must be sent to the Colorado High School Activities Association. All registrations must be postmarked by the deadline listed in the **Current Season Bulletin**. (Qualifying at Regionals does NOT enter a competitor into the State Meet. Failure to register will mean the student(s) cannot complete.)

The management of the tournament will be under the direction of the CHSAA Assistant Commissioner, Paul Angelico, and the CHSAA State Tournament Committee.

QUALIFICATIONS:

Participants shall qualify for participation in the State Forensic Tournament through participation in the Regional Qualifying Meets. Students may participate in only one event at the State tournament. In those instances where a student qualifies in an "A" and a "B" event at a Regional Qualifying Meet, that student must enter the State Tournament in the event he/she selected on the double entry form PRIOR to Regionals.

Regionals and State have the same rules in all events. Students will qualify, not the cutting or oration. Changing the cutting or oration between regional and state is not a violation; however, the cutting named on the State Registration Sheet and the oration mailed must be used.

STATE TOURNAMENT DATES:

All pre-registration materials will be "subject to late penalty." After regional qualifying meets, a Registration Form must be sent to Bert Borgmann at the Colorado High School Activities Association. **All registrations must be postmarked by the deadline shown on the state registration form.**

Registration fees should accompany the Registration Form.

LATE REGISTRATIONS WILL BE ASSESSED A \$50.00 LATE FEE.

TOURNAMENT FEES:

Individual Event	\$ 12.00 per student
Debate and Duo Interpretation.....	\$ 24.00 per team
Lincoln-Douglas Debate	\$ 12.00 per student

ORIGINAL ORATION:

A typed manuscript must be submitted with each qualifying oration. Please forward the oration to the CHSAA office with the registration.

ORATIONS MUST HAVE ALL QUOTES UNDERLINED AND THE NUMBER OF QUOTED WORDS AT THE BOTTOM OF EACH PAGE OR THE ORATION WILL BE RETURNED.

The corrected and rewritten copy must be received by mail or hand delivered prior to the scheduling meeting at 8:00 a.m. on the Wednesday before the State Tournament. If the rewritten and resubmitted oration is still too long, the coach will be notified of the student's disqualification after the tournament scheduling committee meets.

INTERPS:

If cuttings are not listed (including author and title) and the form is not complete, a \$50.00 late fee will be assessed. Remember that competitors are required to bring a copy of the original source for drama, humor, poetry, and duo.

ALTERNATES:

Alternates are **NEVER** drawn in on the day of the State Tournament. If a competitor from your school is unable to attend the State Tournament, you **MUST** notify CHSAA PRIOR to the scheduling meeting, which always occurs the Wednesday before the State Tournament. Your alternate is **NEVER** officially in the State Meet until the CHSAA office contacts you.

DROPS:

Drops made on the day of participation will require an additional payment of \$12.00.

NO SHOWS:

Students not showing up for any preliminary round will not be allowed to advance past prelims. Students may compete in remaining preliminary rounds. No ranks for any other competitors will be adjusted because of a no show competitor not advancing.

STUDENTS LATE TO ROUNDS

Students who are more than ten (10) minutes late for a round will be disqualified from that round. The tournament director may waive the penalty for just cause.

AWARDS:

For Events, a first, second, and third place trophy will be awarded to students who earn these places, and medals will be awarded to the remaining finalists. For Debate, a first and second place trophy will be awarded to students who earn these places, third place trophies will be awarded to the two semi-finalists, and medals will be awarded to the quarter-finalists. Event places 7th through 12th receive ribbons. All awards once announced are final.

BALLOT ROOM:

The ballot room will be open on Friday at 11:00 a.m. until the close of business Friday evening and Saturday morning until the semifinal ballots are available for perusal. Then the ballot room is closed.

Coaches may view only their own ballots.

Ballots will NOT be released until awards. Have someone from your Region pick up your awards if you leave early.

INCLEMENT WEATHER POLICY:

The following policy statements represent the general operation procedures of the CHSAA regarding post-season games/events, tournament/conferences that are threatened by inclement weather. Circumstances not covered by this policy are left to the discretion of the CHSAA office for directions and/or discussions where deemed to be appropriate.

NOTE: Schools and individuals have the added responsibility of making alternative travel plans to contest/tournament sites based upon weather forecasts, etc. As a common factor, input and recommendations are to be sought from the Highway Patrol Division of Highways and Travel.

Tournament/Conferences - In the event inclement weather prevents an individual(s) from arriving on time for a post-season tournament, the following will apply:

- a. In cases where less than 10% of participants are affected, the event/tournament will continue as scheduled and the individual will forfeit his/her position.
- b. If a number of participants in excess of 10% cannot be present prior to the official registration, but are planning to attend and contact the tournament director a minimum of four hours in advance of the tournament, the tournament director -- in consultation with the CHSAA -- may adjust the overall schedule for the purpose of allowing maximum participation.
- c. When the number of participants is 25% or more who are unable to be present, the tournament director -- in consultation with the CHSAA -- shall postpone all or part of the day's contest/activities. Alternative plans shall be determined by the director -- in consultation with the CHSAA -- which may include extending the activity.

COACHING RESPONSIBILITIES:

Each school must have its **own** coach who will be available throughout the meet. The coach **must** be the one who the principal signed off for on the state registration form. If someone else accompanies the students, he/she must be able to fulfill the judge responsibilities and **must** present a letter from the principal approving him/her as the official in charge of the students. The coach must check in at the registration desk on the day of the tournament. At that time, registrations will be re-checked and the presence of all qualified participants will be verified. Students **must** be accompanied by a coach who will be available throughout the meet. Coaches **must** be available to judge and must check in at the judges' table both days.

OBSERVERS:

Observers will be allowed during all rounds. No competitor, coach, or judge shall disallow observers unless they are disruptive. NO FLOW SHEETING or note taking in any form will be permitted in debate and no ELECTRONIC DEVICES including but not limited to computers, palm pilots, cameras, cell phones, video and/or audio recording equipment will be permitted in any event.

SCHEDULING OF EVENTS:

All Tournament participants will be identified by code alone. That code is the one given to the competitors on the final registration form. Failure to follow that code will result in the disqualification of the competitor(s).

All entrants will participate in three rounds of competition, and then, 12 will advance to the semi-final round, and six to the final round.

INSTRUCTIONS FOR SCHEDULING PRELIMINARY ROUNDS OF EVENTS:

These criterion are to be followed, in priority order:

1. No two students from the same school meet.
2. The number one qualifying students from each region should not meet.
3. The same students should not meet.
4. No students from the same region should meet one another, if possible.
5. No students with the same interpretation title or oratory topic should meet one another.
6. Vary the speaker position of each student, if possible.
7. No student shall be scheduled in a short section more than once, if possible.

SEMI-FINALISTS:

Semi-Finalists are selected as follows:

1. Best 12 students with the lowest cumulative RANK for the first three rounds.
2. If two are tied for the 12th spot, have they met? If yes, the student with the better rank when they met is placed higher.
3. If two are tied and have not met, OR if three or more are tied, the student with the lowest cumulative RATING score is placed higher. (45 to 50 = 1; 37 to 44 = 2; 31 to 36 = 3).
4. If still tied, the higher total of SPEAKER POINTS from all preliminary rounds is placed higher.
5. If still tied, use reciprocal fractions. Convert the judges' ranks to reciprocal fractions. Thus, 1st = 1.00; 2nd = .50; third = .33; 4th = .25).
6. At any point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."
7. If still tied, a run-off round between them with three judges should be used, and then send them to their semi-final round as the last speaker.

INSTRUCTIONS FOR SCHEDULING SEMI-FINAL ROUND OF EVENTS:

1. Students from the same school should not meet, if possible.
2. Same titles/topics should not meet.
3. Sections should be balanced in terms of strength (total ranks).
4. Avoid students from the same regional meeting, if possible.
5. Vary speaker positions.

DETERMINATION OF PLACES 7-12:

Awards for 7th – 12th place are determined by cumulative ranks from three preliminary rankings and the three semi-final rankings. No rank is to be given below a four in preliminary and semi-final rounds.

In the event of a tie, use the following tie breaking measures:

1. If two are tied, have they met? If yes, the student with the better rank when they met is placed higher.
2. If two are tied and have not met, OR if three or more are tied, the student with the lowest cumulative RATING SCORE is placed higher. (45 to 50 = 1; 37 to 44 =2; 31 to 36 =3)
3. If still tied, the higher total of SPEAKER POINTS from the semi-final judges is placed higher.
4. If still tied, total reciprocal fractions from semi-final ranks. (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25)
5. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."

FINALISTS:

Finalists are selected as follows:

1. The top six students with the lowest cumulative RANKS (six ballots) from their preliminary and semi-final judges advance to the final round.
2. No rank is to be given below a four in preliminary and semi-final rounds.
3. If two are tied for the sixth spot, have they met? If yes, the student with the better rank when they met is placed higher.
4. If two are tied and have not met, OR if three or more are tied, the student with the lowest cumulative RATING SCORE is placed higher. (45 to 50 = 1; 37 to 44 =2; 31 to 36 =3)
5. If still tied, the higher total of SPEAKER POINTS from the semi-final judges is placed higher.
6. If still tied, total reciprocal fractions from semi-final ranks. (1st=1.00; 2nd=.50; 3rd=.33; 4th=.25)
7. At the point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."
8. If still tied, conduct a run-off between them with three judges. Then send them to the final round.

DETERMINATION OF FINAL RESULTS:

In the final round, all three ranks of judges count. Awards are determined by cumulative ranks from three preliminary rankings, three semi-final rankings, and three final round rankings. The lowest cumulative total of nine ballots wins.

In the event of a tie, use the following tie breaking measures:

For a two-way tie, use judges preference in finals.

For a three or more way tie:

1. Look at total student rates in finals.
2. Look at total student speaker points in finals
3. Determine reciprocal values from the ranks received in finals.
4. If still a tie, all 3 students receive the same award.
5. At any point that a 3-or-more-way tie becomes a 2-way tie, revert to "Breaking a 2-Way Tie."

SCHEDULING OF DEBATE:

1. Pairing of Rounds 1, 2, and 3:
 - A. Philosophy: A team is independent in that sides debated by other teams from its school are irrelevant and not used when pairing. ***Sides are irrelevant in Public Forum.***
 - B. Byes:
 1. No team shall receive more than one bye in Rounds 1 – 3.
 2. No school shall be scheduled for more than one bye in Rounds 1 – 3.
 3. Byes are to be drawn by blind draw from all eligible teams and schools.
 4. No school may refuse a bye.
 5. A bye is a win for this tournament.
 - C. Pairing of Round 1:
 1. If there is an odd number of teams entered, draw a bye and give that team a "win" for Round 1.
 2. Arrange all teams entered in numerical/alphabetical order (101A, 101B, 104A, 109A, etc.)
 3. Separate the remaining pile of tab cards into two piles by placing the first card to the left, the second to the right, the third to the left, etc.
 4. Shuffle each of these two piles separately.
 5. Place one pile to the left for Affirmative and one to the right for Negative.
 6. A matrix should be used to pair the round.
 7. Pair the round to avoid having teams from the same school meet.
 8. Pair to avoid having teams from the same region meet.
 - D. Pairing of Round 2:
 1. If a bye is needed in Round 2, draw one as above, from all eligible teams and schools. (Exclude a team with a Round 1 bye and other teams from that school from consideration.) Give the bye team a Round 2 "win."
 2. On a table to the left place all teams with more negative debates, who should now debate affirmative. At the right, place those with more affirmative debates, who should now debate negative. (A team not debating Round 1 because of a bye many uphold either side.)
 3. Shuffle the negative cards.
 4. The matrix should be used to ensure that unless necessary:
 - a. Pair to avoid teams from the same school meeting.
 - b. Pair to avoid teams meeting a second time.
 - c. Pair to avoid teams from the same region meeting.
 - d. Pair to avoid a school hitting another team from a school previously hit.

- E. Pairing of Round 3:
1. If a bye is needed in Round 3, draw it from all eligible teams and schools, again excluding a team that's had a bye and excluding teams from a school that's had a bye. Give the bye team a "win."
 2. Place the teams who don't have one affirmative and one negative debate into the appropriate Affirmative or Negative pile.
 3. Rearrange the remaining teams in numerical/alphabetical order, as done before Round 1 (101A, 101B, 104A, 109A, etc.).
 4. Separate the remaining pile of tab cards into two piles by placing the first two cards to the left, the next two to the right, and alternating left-left, right-right, etc.
 5. Place one pile to the left for Affirmative and one to the right for Negative.
 6. Should these two piles be unequal, draw by blind draw from the side with "more" to the side with "less."
 7. Shuffle the negative pile.
 8. The matrix should be used to ensure that unless necessary:
 - a. Pair to avoid teams from the same school meeting.
 - b. Pair to avoid teams meeting a second time.
 - c. Pair to avoid teams from the same region meeting.
 - d. Pair to avoid a school hitting another team from a school previously hit.
2. Setting up Rounds after Round 3:
- A. Setting Up the First Advancement Round:
1. All teams winning 2 or 3 debates in Rounds 1 – 3 enter the first advancement round.
 2. The first advancement round is needed to ensure a 16 team bracket for Octafinals or an 8 team bracket for Quarterfinals if there are fewer than 16 teams with a 2-1 or 3-0 record following Round 3.
 3. Advancement round debates are scheduled and byes are given to ensure this happens.
 4. If possible, those who are undefeated will receive a bye to Octafinals.
 5. If undefeateds must debate in the first advancement round, the lowest ranked undefeateds will debate.
 - a. Team ranks and points for a policy team will, for the bye round be the average of that team's ranks and points for the rounds debated in Rounds 1 – 3.
 - b. Points for an LD debater will, for the bye round, be the average of that debater's points for the rounds debated in Rounds 1 – 3.
 - c. Points for a PF team will, for the bye round, be the average of that team's points for the rounds debated in Rounds 1 – 3.
 6. Policy debaters are ranked on W/L record, then total speaker ranks, then total speaker points.
 7. LD debaters and PF teams are ranked on W/L record and then on total speaker points.
 8. If two undefeateds are tied and one is needed to debate in the first advancement round, the one receiving the bye will be drawn by blind lot and the other will debate.
 9. Additional necessary byes shall go to the once defeated teams on the same basis as above, with higher teams or debaters receiving byes.
- B. Pairing of the first advancement round:
1. On a table to the left, place all teams with more negative debates who should now debate affirmative. To the right, place all teams with more affirmative debates who should now debate negative. (A team with an equal number of sides may uphold either side as needed.)
 2. If the numbers on the sides are uneven, use any teams which have an equal number of sides to even the columns.
 3. If the sides are still unequal in number of affirmatives and negatives, draw by a blind draw the number of teams needed from the side with "more" to fill the side with "less."
 4. Shuffle the negative cards.
 5. Pair to avoid having teams from the same school meet, if numerically possible.

6. Pair to avoid having teams meet a second time, if numerically possible. If teams must meet a second time, they will reverse sides upheld in their previous meeting despite any conflict with side assignment requirements.
 7. There is no protection for Regions not meeting themselves from the first advancement round on.
 8. At this point, only winners advance to the next round.
- C. Pairing of Subsequent Advancement Rounds:
1. Pairing Criteria:
 - a. Each team operates as an independent unit. Side assignments are NOT based on sides debated by other teams from its school.
 - b. Avoid pairing undefeated if numerically possible.
 - c. Avoid pairing a school against itself if numerically possible.
 - d. Avoid pairing teams who have met previously if numerically possible. If teams meet a second time, the MUST reverse sides.
 - e. If a bye is necessary, a bye shall be drawn from any team eligible for a bye.
 - f. Debaters should uphold alternating sides if possible.
 2. If undefeateds must meet, the pairing shall be created by blind draw from those eligible under the pairing criteria.
 - a. If both teams have had an unequal number of Affirmatives and Negatives and the less debated sides are opposite, each shall be assigned the less debated side.
 - b. If one team has an uneven number of Affirmatives and Negatives and the other team an equal number, the team with the uneven number shall be assigned its less debated side, and the other assigned the opposite side.
 - c. If both teams have an equal number of Affirmatives and Negatives and are due to uphold the same side, OR if both teams have an unequal number, and both have debated more on the same side and less on the other, the sides shall be assigned by blind draw.
 3. On the table, place the remaining undefeated teams on the left side who need to be affirmative because they have debated more negatives than affirmatives.
 4. On the table, place the remaining undefeated teams on the right side who need to be negative because they have debated more affirmatives than negatives.
 5. On the table, place the remaining undefeated teams due to uphold the affirmative, based on side alternation.
 6. On the table, place the remaining undefeated teams due to uphold the negative, based on side alternation.
 7. Pair the undefeated teams on the table set to go affirmative with the once defeated teams who should be negative.
 8. If there is an undefeated who needs to uphold the affirmative without an opponent, blind draw a team from the once defeated teams due to uphold affirmative to debate on the negative side.
 9. Then pair the once defeated teams who should be affirmative with the undefeated teams set to uphold the negative.
 10. Continuing to follow the pairing criteria listed above, pair any remaining once-defeated teams.
 - a. If both teams have had an unequal number of Affirmatives and Negatives and the less debated sides are opposite, each shall be assigned the less debated side.
 - b. If one team has an uneven number of Affirmatives and Negatives and the other team an equal number, the team with the uneven number shall be assigned its less debated side, and the other assigned the opposite side.
 - c. If both teams have an equal number of Affirmatives and Negatives and are due to uphold the same side, OR if both teams have an unequal number, and both have debated more on the same side and less on the other, the sides shall be assigned by blind draw.
- D. Losing teams are eliminated until two teams remain.

E. Placing:

1. The final round determines 1st and 2nd place.
2. Teams losing in semifinals tie for third.
3. Quarterfinalists who lose receive Quarterfinalists awards.

TABULATION OF RESULTS:

Official Tabulators working under the supervision of the Tournament Committee will tabulate tournament results. First tab records from ballots and second tab records from cover sheets. Second tab records names from the final registration forms. The first and second tab rooms are closed. Only assigned personnel are allowed in the tab room. The State Tournament Committee Chairperson shall be a member of the Tab Room Staff.

Tabulators are appointed by the State Tournament Committee. Each District has a representative on this committee. If you wish to work at the State Tournament in a certain capacity, let your rep know. The committee strives to select workers so that there is a balance of experience and inexperience, geographic balance, and district balance.

JUDGING:

Judges will not be allowed to offer oral critiques, but judges will be encouraged to make written comments.

JUDGES TABLE GUIDELINES:

1. Coaches may not “blackball” judges.
2. Judges must be certified and approved by CHSAA.
3. Only judges on the chart hired by CHSAA can be used.

OMBUDSPERSON:

The Ombudsperson serves as a mediator between coaches and the tournament administration when concerns and problems arise. Coaches should bring questions regarding tournament procedures to the Ombudsperson. Problem solving will be attempted by the Ombudsperson. If remediation is not possible, a grievance may be filed.

All protests must be in writing prior to the next round of the event in question. Protests of final rounds must be filed before the Awards Assembly. Coaches must use the Grievance Form supplied by the site director.

When protests are received by the Grievance Committee, all work on that event will stop.

GRIEVANCE COMMITTEE:

1. The committee shall be chaired by a member of the State Tournament Committee.
2. No more than one member from a region may serve at any one time.
3. The CHSAA representative shall be an ex-officio member of the Grievance Committee.
4. The Grievance Committee chairperson shall type a copy of the grievance decision and submit the typed copy to the CHSAA representative immediately.
5. A copy of the grievance will be forwarded to the principal of the school filing the protest.
6. Decisions by the Grievance Committee are final.

The Grievance Committee has power to levy disqualifications and/or penalties.

Grievance Procedures

GRIEVANCES AT STATE SPEECH TOURNAMENT

ONLY THE FOLLOWING MISTAKES ARE GRIEVABLE AT THE STATE TOURNAMENT

<u>Alleged Mistake</u>	<u>When Must Be Grievied</u>	<u>If Upheld</u>
Judge misapplies or violates a rule, e.g.: speaker order, oral critique, conferring with other judges, manuscript used, timing rule (too much, too little, not timed)	Prior to next round	If a judge is a coach: 1 st time: Tournament Director explains the problem to the judge, corrects problem if possible 2 nd time: Letter from CHSAA sent to coach's principal If a hired critic: Tournament Director explains the problem to critic, corrects problem if possible And/or Critic is relieved from judging for the rest of the meet No rounds will be re-run
Scheduling Error	Prior to beginning round	Schedule changed
	After round	No change
Tabulation Error	Prior to next break round	Tabulation corrected
Judge assigned incorrectly	Prior to round	Judge reassigned if reported to judges' table
	After round	No change
Student violates published CHSAA rules	Prior to next round	Student is disqualified
Misbehavior by participants or observers during a round	Prior to next round	Tournament Director may talk with offender(s), and/or ban offender(s) from further observation and/or disqualify offending student(s)
Judge's conduct inappropriate, e.g.: sleeping, asks for evidence, fraternizing with competitors, incapacitated during round	Prior to next round	Tournament director speaks with judge, corrects problem if possible
Original judge unable to complete round	Prior to next round	Round will be re-run

Procedure to follow to file a grievance:

1. Obtain an official form from the ombudsman. File grievance with him/her. If not satisfied with the decision, then go to step 2.
2. Have the ombudsman assist you in taking your grievance to the Tournament Director/Tournament Committee. If still not satisfied with the decision, go to step 3.
3. File the grievance with the Grievance Committee whose decision is final.

Due Process:

1. Steps 1, 2, 3 listed above shall provide the steps of due process.
2. The Grievance Committee will listen to a representative of each side of the conflict in order to obtain first hand information. When facts are in dispute, other people may be interviewed.
3. Coaches involved must be informed of a pending grievance.
4. Coaches must be present if their students are questioned.

Revised 2006

Grievance Form to Object to Material Being Performed by High School Forensic Competitors

- Who may file this form: a coach, an adult observer.
- The grievance must be based upon a first hand observation by the adult, the coach, or by the student upon whose behalf the coach is filing the grievance.
- The form must be filled out completely and specifically. The complainant must provide a name, a phone number, and an address. No grievances may be filed anonymously.
- Procedure: This grievance may be given to the tournament director or it may be mailed to the Colorado High School Activities Office at 14855 East Second Avenue, Aurora, CO 80011, Attn: Commissioner in Charge of Speech & Debate. If filed with a tournament director, that director must forward the form to CHSAA within two business days. After CHSAA receives this grievance, they will 1) Contact the coach of the student about whom the grievance is filed, 2) Send a copy to the principal of the student about whom the grievance is filed, 3) Send a copy to the principal of the school who filed the complaint.

Philosophy: The Colorado Speech & Debate community believes that complaints involving appropriateness of material being presented by high school students is a local rather than a state issue. Different communities uphold and adhere to different standards. Therefore, by informing the local principal of the complaint, that principal will address the issue based on his/her community's standards. Furthermore, while we support the right to free speech for students, we also understand that Speech and Debate is an educational activity which is financed in part with public money. Because of this, we also support this grievance process which ensures that competing students are adhering to the standards of their educational communities.

Date: _____ Tournament: _____

Tournament Director whom I informed: _____

If the tournament director was not informed, why? _____

Name and school of the student about whom I am filing this grievance _____

Event in which the student was competing _____

Name of the piece the student was performing _____

My SPECIFIC complaint _____

Printed Name

Signature

Phone Number

Mailing Address

School I represent or am affiliated with

GRIEVANCE FORM

Please complete the following and turn it in to the Ombudsman Table.

Name of person submitting the grievance _____

Name of School _____ Principal _____

Event _____ Round _____

What specific infraction of tournament rules or procedures have you observed?

What exactly is the resulting problem?

What action or correction are you asking?

Signature _____ Time/Date _____

Time that the grievance committee reached a decision _____

State Speech Tournament Registration Form

School: _____ City: _____

Coach's Signature _____

(Coach must be available at all times.)

List below only the names of your students who qualified at the Regional Qualifying Meet who definitely will participate in the State Tournament. Students may participate in only ONE event in which they qualified (no double entries) and no substitutions may be made.

Registration Deadline: Postmark by March 6, 2009.

Mail Copy To: Paul Angelico, CHSAA
14855 E. Second Avenue
Aurora, CO 80011

Note: All qualified Original Orations must accompany this registration form to CHSAA or the student will not be allowed to participate. If cuttings, including author and title are not listed and this form is not complete, a \$50.00 fee will be applied.

Please print and use full names – Please use this official CHSAA form.

If your student is a TOP QUALIFIER, he/she must be listed as the "A" or "F" entry on the form below.

Total number of participants: _____ Our registration fee is \$_____ @ \$12.00 per student in all Individual Events and \$24.00 per team in team events is enclosed. (We understand that there will be NO REFUND.) All students must comply with the CHSAA General Eligibility Requirements.

Principal's Signature _____ School Phone _____

School FAX _____ Coach's Home Phone _____

Coach's Cell Phone _____ E-mail _____

Please provide the names of coaches that should be listed in the CHSAA State Speech Program Book:

National Extemporaneous Speaking—Note card optional

A. _____ C. _____

B. _____ D. _____

E. _____

International Extemporaneous Speaking—Note card optional

F. _____ H. _____

G. _____ J. _____

K. _____

Original Oratory- Memorized

A. _____ Topic _____

B. _____ Topic _____

C. _____ Topic _____

D. _____ Topic _____

E. _____ Topic _____

Registration will not be accepted unless accompanied by a P.O. or a check!

(State Tournament Registration Form- page 2)

School: _____

Interpretation of Dramatic Literature- Scripts optional

- A. _____ Title _____
Author _____
- B. _____ Title _____
Author _____
- C. _____ Title _____
Author _____
- D. _____ Title _____
Author _____
- E. _____ Title _____
Author _____

Interpretation of Humorous Literature- Scripts optional

- A. _____ Title _____
Author _____
- B. _____ Title _____
Author _____
- C. _____ Title _____
Author _____
- D. _____ Title _____
Author _____
- E. _____ Title _____
Author _____

Interpretation of Poetry- Scripts optional

- A. _____ Title _____
Author _____
- B. _____ Title _____
Author _____
- C. _____ Title _____
Author _____
- D. _____ Title _____
Author _____
- E. _____ Title _____
Author _____

Cross Examination Debate-

- A. _____ & _____
- B. _____ & _____
- C. _____ & _____
- D. _____ & _____
- E. _____ & _____

(State Tournament Registration Form- page 3)

School: _____

Public Forum Debate-

- A. _____ & _____
- B. _____ & _____
- C. _____ & _____
- D. _____ & _____
- E. _____ & _____

Lincoln Douglas Debate-

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Duo Interp- Scripts Optional

- A. _____ & _____
Title _____ Author _____
- B. _____ & _____
Title _____ Author _____
- C. _____ & _____
Title _____ Author _____
- D. _____ & _____
Title _____ Author _____
- E. _____ & _____
Title _____ Author _____

Note: In the event of emergencies caused by failures of judges to show up for a round, coaches from schools who do not have students in a given event will be asked to substitute.

Oration Form

STUDENT NAME _____ COACH NAME _____

SCHOOL _____ DATE SUBMITTED _____
(Submit with Registration)

REGION NUMBER _____

Underline quoted words and put the number quoted on the bottom of each page.

Insert Oration here. Staple typed pages to this sheet.

“Except for 150 words or less that are quoted, and for which sources are cited, this oration is my original work.

_____ (Student signature)

“To the best of my knowledge, this oration (except for quoted words) is this student’s original work.

_____ (Coach signature)

Appendix

This section contains the following:

- Copies of the ballots
- A Critic's summary sheet
- A rubric for evaluation a CX debate
- A speech critic penalty form

Appendix

This section includes official copies of the ballots, complete with rules on the back sides

**INTERPRETATION OF DRAMATIC LITERATURE
BALLOT**

Starting Time _____

Section _____

Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Name _____ Code _____

CRITERIA

COMMENTS

Introduction

Did the student identify adequately the title, author, and setting of the selection? Did the student, where necessary, create the mood and prepare the audience for the performance? Were attention and interest aroused? Was the transition from introduction to selection smooth?

Insight and Understanding

Did the interpreter appear to have an insight into the meaning, mood and emotional implications of the selection? Was there an apparent appreciation of the author's theme, purpose, viewpoint, and style? Was the cutting of literary merit?

Projection of Dramatic Qualities

Did the interpreter re-create the mood and meaning? Did the selection build to appropriate climaxes? Was the phrasing effective? If characters were included, was the delineation vivid and consistent?

Delivery

Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation? If the student used a manuscript, was it appropriate to the piece and/or the rules of the tournament?

Total Effectiveness

The total impression of the interpreter and material upon you, the critic, as compared to other students in the round.

CIRCLE THE NUMBER BELOW THAT
INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR RATING.

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

INTERPRETATION OF DRAMATIC LITERATURE

Oral interpretation is the re-creation and sharing of literature with an audience. The function of the interpreter is to establish himself/herself as the middleman between the author who created the literature and the audience that responds to it. Since the response the interpreter seeks is dictated by the author's intent, the student must understand the author's background, viewpoint, and the time and conditions under which the selection was written.

MANUSCRIPTS:

Scripts are optional at State Qualifying Regionals and the State Tournament.

TIMING:

The critic must keep time. The critic may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time cards must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP card must be shown and an audible "STOP" provided at the end of the 15 second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

RULES:

1. The oral interper recreates and shares a selection of material from printed, published source(s) that have literary merit.
2. Material printed off the internet is NOT considered to be a printed, published source.
3. Material printed on the jacket of a recording is considered to be printed, published material.
4. There is no minimum time but the speaker may not exceed 10 minutes. After a 15-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
5. The interper must be careful to avoid violating the author's intent.
6. Deletions of words from the original may be made, but words may be added only for transitional purposes.
7. The interper must provide an introduction that adequately identifies the title and author of the source(s).
8. If the interper uses a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
9. When an interper is using multiple vignettes, multiple introductions may be used.
10. During the introduction and throughout the performance the interper may use vocal, facial, and bodily expression as long as he/she does not detract from the meaning of the material.
11. Singing is allowed.
12. No props or costumes are allowed.
13. Scripts are optional.
14. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.
15. There is a procedure for protesting material that someone deems questionable. See the form on 41.

Evaluation will be based upon the student's ability to reveal insight into the mood and implications of the selection, projection of the dramatic qualities and one's success in creating a unified scene or story.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Speakers are required to follow the assigned schedule and speaking order.
2. Critics will rate and rank speakers and give constructive written criticisms. The total score automatically provides a rating by use of the rating scale on all ballots.
3. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
4. In all non-debate events, speaker ranks and points must correspond. No ties are allowed.

**INTERPRETATION OF HUMOROUS LITERATURE
BALLOT**

Starting Time _____

Section _____

Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Name _____ Code _____

CRITERIA

COMMENTS

Introduction

Did the student identify adequately the title, author, and setting of the selection? Did the student, where necessary, create the mood and prepare the audience for the performance? Were attention and interest aroused? Was the transition from introduction to selection smooth?

Insight and Understanding

Did the interpreter appear to have an insight into the meaning, mood and emotional implications of the selection? Was there an apparent appreciation of the author's theme, purpose, viewpoint, and style? Was the cutting of literary merit?

Projection of Humorous Qualities

Did the interpreter re-create the mood and meaning? Did the selection build to appropriate climaxes? Was the phrasing effective? If characters were included, was the delineation vivid and consistent?

Delivery

Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation? If the student used a manuscript, was it appropriate to the piece and/or the rules of the tournament?

Total Effectiveness

The total impression of the interpreter and material upon you, the critic, as compared to other students in the round.

CIRCLE THE NUMBER BELOW THAT INDICATES THE RATING OF THIS SPEAKER TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

RATING.

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

INTERPRETATION OF HUMOROUS LITERATURE

Oral interpretation is the re-creation and sharing of literature with an audience. The function of the interpreter is to establish himself or herself as the middleman between the author who created the literature and the audience which responds to it. Since the response the interpreter seeks is dictated by the author's intent, the student must understand the author's background, viewpoint, and the time and conditions under which the selection was written.

MANUSCRIPTS:

Scripts are optional at State Qualifying Regionals and the State Tournament.

TIMING:

The critic must keep time. The critic may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time cards must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP card must be shown and an audible "STOP" provided at the end of the 15 second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

RULES:

1. The oral interper recreates and shares a selection of material from printed, published source(s) that have literary merit.
2. Material printed off the internet is NOT considered to be a printed, published source.
3. Material printed on the jacket of a recording is considered to be printed, published material.
4. There is no minimum time but the speaker may not exceed 10 minutes. After a 15-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
5. The interper must be careful to avoid violating the author's intent.
6. Deletions of words from the original may be made, but words may be added only for transitional purposes.
7. The interpers must provide an introduction that adequately identifies the title and author of the source(s).
8. If the interper uses a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
9. When an interper is using multiple vignettes, multiple introductions may be used.
10. During the introduction and throughout the performance the interper may use vocal, facial, and bodily expression as long as he/she does not detract from the meaning of the material.
11. Singing is allowed.
12. No props or costumes are allowed.
13. Scripts are optional.
14. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.
15. There is a procedure for protesting material that someone deems questionable. See the form on 41.

Evaluation will be based upon the student's ability to reveal insight into the mood and implications of the selection, projection of the humorous qualities and one's success in creating a unified scene or story.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Speakers are required to follow the assigned schedule and speaking order.
2. Critics will rate and rank speakers and give constructive written criticisms. The total score automatically provides a rating by use of the rating scale on all ballots.
3. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
4. In all non-debate events, speaker ranks and points must correspond. No ties are allowed.

**INTERPRETATION OF POETRY LITERATURE
BALLOT**

Starting Time _____ Section _____
Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Name _____ Code _____

CRITERIA

COMMENTS

Introduction

Did the student identify adequately the title, author, and setting of the selection? Did the student, where necessary, create the mood and prepare the audience for the performance? Were attention and interest aroused? Was the transition from introduction to selection smooth?

Insight and Understanding

Did the interpreter appear to have an insight into the meaning, mood and emotional implications of the selection? Was there an apparent appreciation of the author's or authors' theme, purpose, viewpoint, and style? Was the cutting of literary merit?

Projection of Poetic Qualities

Did the interpreter re-create the mood and meaning? Did the selection build to appropriate climaxes? Was the phrasing effective? If characters were included, was the delineation vivid and consistent?

Delivery

Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation? Did the student use a manuscript?

Total Effectiveness

The total impression of the interpreter and material upon you, the critic, as compared to other students in the round.

CIRCLE THE NUMBER BELOW THAT
INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR RATING.

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

INTERPRETATION OF POETRY

Oral interpretation is the re-creation and sharing of literature with an audience. The function of the interpreter is to establish himself or herself as the middleman between the author who created the literature and the audience which responds to it. Since the response the interpreter seeks is dictated by the author's intent, the student must understand the author's background, viewpoint, and the time and conditions under which the selection was written.

MANUSCRIPTS:

Scripts are optional at State Qualifying Regionals and the State Tournament.

TIMING:

The critic must keep time. The critic may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time cards must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP card must be shown and an audible "STOP" provided at the end of the 15 second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

RULES:

- A. The oral interper recreates and shares a selection of material from printed, published source(s) that have literary merit.
- B. Material printed off the internet is NOT considered to be a printed, published source.
- C. Material printed on the jacket of a recording is considered to be printed, published material.
- D. There is no minimum time but the speaker may not exceed 10 minutes. After a 15-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
- E. The interper must be careful to avoid violating the author's intent.
- F. Deletions of words from the original may be made, but words may be added only for transitional purposes.
- G. The interpers must provide an introduction that adequately identifies the title and author of the source(s).
- H. If the interper uses a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
- I. When an interper is using multiple vignettes, multiple introductions may be used.
- J. During the introduction and throughout the performance the interper may use vocal, facial, and bodily expression as long as he/she does not detract from the meaning of the material.
- K. Singing is allowed.
- L. No props or costumes are allowed.
- M. Scripts are optional.
- N. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.
- O. There is a procedure for protesting material that someone deems questionable. See the form on 41.

Evaluation will be based upon the student's ability to reveal insight into the mood and implications of the selection, projection of the poetic qualities and one's success in creating a unified scene or story.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Speakers are required to follow the assigned schedule and speaking order.
2. Critics will rate and rank speakers and give constructive written criticisms. The total score automatically provides a rating by use of the rating scale on all ballots.
3. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
4. In all non-debate events, speaker ranks and points must correspond. No ties are allowed.

**DUO INTERPRETATION OF LITERATURE
BALLOT**

Starting Time _____

Section _____

Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Names _____ Code _____

CRITERIA

COMMENTS

Introduction

Are the title and author clearly stated? Is interest in the selection created? Is the mood set? Is information relevant to a sufficient for the selection?

Selection

Is the selection appropriate for the performers? Does the selection contain characters of reasonable depth and development?

Insight and Understanding

Do the performers appear to have an understanding of the selection? Do the performers display insight of the author's intent?

Characterization

Do the performers clearly distinguish each of the characters in the selection? Are the characters and their attitudes clear and vivid? Are verbal and non-verbal responses and attitudes appropriate?

Delivery

Does the character dialogue reflect a genuine sense of interaction, not a mechanical exchange of lines? Do the performers vary pitch, rate, phrasing, tone and volume? Is there use of appropriate gestures? If the students used manuscripts, were they used appropriately?

General Effectiveness

Do the performers maintain the listener's interest? Do the performers maintain high energy in the selection? Is the performance consistent?

CIRCLE THE NUMBER BELOW THAT INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45
44-43-42-41-40-39-38-37
36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR RATING.

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

DUO INTERPRETATION

Oral interpretation is the re-creation and sharing of literature with an audience. The function of the interpreter is to establish himself/herself as the middleman between the author who created the literature and the audience that responds to it. Since the response the interpreter seeks is dictated by the author's intent, the student must understand the author's background, viewpoint and the time and conditions under which the selection was written.

MANUSCRIPTS:

Scripts are optional at State Qualifying Regionals and the State Tournament.

TIMING:

The critic must keep time. The critic may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time cards must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP card must be shown and an audible "STOP" provided at the end of the 15 second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

RULES:

- A. The oral interpers recreate and share a selection of material from printed, published source(s) that have literary merit.
- B. Material printed off the internet is NOT considered to be a printed, published source.
- C. Material printed on the jacket of a recording is considered to be printed, published material.
- D. There is no minimum time but the speaker may not exceed 10 minutes. After a 15-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed. The interpers must be careful to avoid violating the author's intent.
- E. Deletions of words from the original may be made, but words may be added only for transitional purposes.
- F. The interpers must provide an introduction that adequately identifies the title and author of the source(s).
- G. The interpers may not look at one another or make contact with each other in any way, except during the introduction.
- H. If the interpers use a teaser from the selection in the introduction, that teaser is part of the selection and is subject to the rules of the event.
- I. When the interpers are using multiple vignettes, multiple introductions may be used.
- J. During the introduction and throughout the performance the interpers may use vocal, facial, and bodily expression as long as he/she does not detract from the meaning of the material.
- K. Singing is allowed.
- L. Each speaker must portray one or more characters during the presentation.
- M. Narration may be presented by one or both speakers.
- N. No props or costumes are allowed.
- O. Scripts are optional.
- P. Eye contact with specific audience members is permitted.
- Q. The interpers may pivot from side-to-side or turn around, change places, stand with one behind the other, or otherwise move and suggest changes in relationships.
- R. Material may be humorous, serious, or both.
- S. Any fellow competitor, any coach, any judge, or any observer who finds the material performed in an interp objectionable may file a formal complaint by obtaining, from the tournament director, an official CHSAA form which outlines the procedure.
- T. There is a procedure for protesting material that someone deems questionable. See the form on 41.

Evaluation will be based upon the students' ability to reveal insight into the mood and implications of the selection, projection of the dramatic and/or humorous qualities and the team's success in creating a unified scene or story.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Speakers are required to follow the assigned schedule and speaking order.
2. Critics will rate and rank speakers and give constructive written criticisms. The total score automatically provides a rating by use of the rating scale on all ballots.
3. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
4. In all non-debate events, speaker ranks and points must correspond. No ties are allowed.

**ORIGINAL ORATORY
BALLOT**

Starting Time _____

Section _____

Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Name _____ Code _____

CRITERIA

COMMENTS

Purpose

Was the specific belief and/or action sought by the speaker clear? Was the thesis evident?

Thought Content

Was there evidence of critical thinking? Was the student's approach imaginative and original?

Organization

Did the speaker achieve unity, coherence, and emphasis in composition? Were the introduction and conclusion adequate?

Development of Ideas

Were adequate evidence and reasoning used? Was illustrative material used to emphasize _____ and _____ clarify?

Use of Language

Was the wording direct, vivid, and forceful? Did the speaker show discriminating word choice?

Delivery

Was the speaker direct and communicative? Did the speaker avoid unmotivated gestures, random movement, and artificial vocal variety?

Total Effectiveness

The total impression of the speech and speaker upon you, the critic.

CIRCLE THE NUMBER BELOW THAT INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

RATING.

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

ORIGINAL ORATORY

An oration may deal with a current problem and propose a solution; however, this is not the only acceptable form of oratory. The oration may simply alert the audience to a threatening danger, strengthen their devotion to an accepted cause or eulogize a person. The subject may be of political, economic, social, or philosophic significance and may be limited to a specific thesis. The orator may employ any suitable pattern of organization which will provide a clear, logical development of the thesis. The oration should be the result of research, analysis, evaluation, and personal conviction.

The speaker should be given latitude in the ideas expressed, but held closely accountable for effectively arranging and supporting them. Any non-factual or personal references must be so identified. Composition should be carefully considered in terms of logical development and before the use of rhetorical proofs such as appropriate figures of speech. Since the orator has had the opportunity to prepare and polish a manuscript, the oration should demonstrate a concise statement of ideas, discriminating use of language, and a style of composition suitable to the speech and the speaker.

An oration is a speech, not an essay. Therefore, emphasis should be placed on oral communication. The student should keep in mind that direct, communicative speech is the goal, not stilted or artificial delivery.

MANUSCRIPTS:

Scripts are not allowed at State Qualifying Regionals and the State Tournament.

TIMING:

The critic must keep time. The critic may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time cards must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP card must be shown and an audible "STOP" provided at the end of the 15 second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

RULES:

- A. The competitor presents a memorized oration composed by him/herself and not used during a previous Regional Qualifying or State Tournament.
- B. An orator holding a manuscript or notes will be ranked last.
- C. The orator must be truthful. Any non-factual reference, especially a personal one, must be so identified.
- D. There is no minimum time but the speaker may not exceed 10 minutes. After a 15-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
- E. The oration may not contain more than 150 words of quoted material. Extensive paraphrasing from other sources is prohibited.
- F. No props or visual aids may be used in OO.
- G. Orators caught plagiarizing or extensively paraphrasing will be disqualified.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Speakers are required to follow the assigned schedule and speaking order.
2. The student will deliver the speech without manuscript or notes. Anyone holding a script will be ranked fourth.
3. Critics will rate and rank speakers and give constructive written criticisms. The total score automatically provides a rating by use of the rating scale on all ballots.
4. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
5. In all non-debate events, speaker ranks and points must correspond. No ties are allowed.

**EXTEMPORANEOUS SPEAKING
BALLOT**

Starting Time _____

Section _____

Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Name _____ Code _____

CRITERIA

COMMENTS

Thesis

Did the speaker express himself clearly?
Did he provide answers to the question selected? Were the answers proposed suitable, practical, advantageous?

Thought Content

Was the content relevant to the stated thesis? Was there evidence of critical thinking and sound logic? Was there evidence of knowledge of questions?

Organization

Were the introduction and conclusion adequate? Were the main ideas apparent? Were transitions clear?

Development of Ideas

Were adequate evidence and reasoning used? Was illustrative material used to emphasize and clarify?

Use of Language

Did the wording have the simplicity, accuracy, vividness, and force expected in an effective extemporaneous speech?

Delivery

Was pronunciation acceptable? Was there use of vocal variety and emphasis? Was the speaker direct and communicative?

Total Effectiveness

The total impression of the speech and speaker upon you, the critic.

CIRCLE THE NUMBER BELOW THAT INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

RATING.

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

EXTEMPORANEOUS SPEAKING

The best extemporaneous speech combines clear thinking, good speaking, and then the use of interesting material to establish a definite viewpoint about the subject selected. It should be an original synthesis by the speaker of current fact and opinion on the designated topic from numerous sources rather than a memory test of the material contained in any one magazine article. The speaker should be held accountable for strict adherence to the precise statement of the topic drawn. The critic should lower the valuation if the participant shifts to some other phase of the topic on which he might prefer to speak.

The information presented should be well-chosen, pertinent, and sufficient to support the central thought of the speech. Material should be organized according to some logical plan to produce a complete speech within the time allowed. Supporting material should be documented and specific sources should be cited.

The topic area is: INTERNATIONAL AND NATIONAL EVENTS OF CURRENT SIGNIFICANCE

TIMING:

The critic must keep time. The critic may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time cards must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP card must be shown and an audible "STOP" provided at the end of the 15 second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

RULES:

- A. The speaker shall present his/her topic slip to the judge. Failure to speak on the topic chosen will result in the speaker's disqualification.
- B. Extempers may not confer with others during their preparation. A competitor who confers with others prior to delivering the speech may be disqualified.
- C. Speakers are not to leave the prep area until 5 minutes prior to speaking or until released by an official.
- D. One note card is allowed. (It may be 3 x 5, 4 x 6, or 5 x 7.)
- E. There is no minimum time but the speaker may not exceed 7 minutes. After a 15-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
- F. No electronic retrieval devices are allowed in the prep room or in the round. This includes but is not limited to computers, palm pilots, cameras, cell phones, video and /or audio recording equipment.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Speakers are required to follow the assigned schedule and speaking order.
2. Notes used while speaking should be confined to one card (3 x 5, 4 x 6, or 5 x 7).
3. Critics will rate and rank speakers and give constructive written criticisms. The total score automatically provides a rating by use of the rating scale on all ballots.
4. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
5. In all non-debate events, speaker ranks and points must correspond. No ties are allowed.

NATIONAL EXTEMPORANEOUS SPEAKING
BALLOT

Starting Time _____ Section _____
Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Name _____ Code _____

CRITERIA

COMMENTS

Thesis

Did the speaker express himself clearly?
Did he provide answers to the question
selected? Were the answers proposed
suitable, practical, advantageous?

Thought Content

Was the content relevant to the stated
thesis? Was there evidence of critical
thinking and sound logic? Was there
evidence of knowledge of questions?

Organization

Were the introduction and conclusion
adequate? Were the main ideas apparent?
Were transitions clear?

Development of Ideas

Were adequate evidence and reasoning
used? Was illustrative material used to
emphasize and clarify?

Use of Language

Did the wording have the simplicity,
accuracy, vividness, and force expected in
an effective extemporaneous speech?

Delivery

Was pronunciation acceptable? Was there
use of vocal variety and emphasis? Was
the speaker direct and communicative?

Total Effectiveness

The total impression of the speech and
speaker upon you, the critic.

CIRCLE THE NUMBER BELOW THAT
INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR RATING.

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

NATIONAL EXTEMPORANEOUS SPEAKING

The best extemporaneous speech combines clear thinking, good speaking, and then the use of interesting material to establish a definite viewpoint about the subject selected. It should be an original synthesis by the speaker of current fact and opinion on the designated topic from numerous sources rather than a memory test of the material contained in any one magazine article. The speaker should be held accountable for strict adherence to the precise statement of the topic drawn. The critic should lower the valuation if the participant shifts to some other phase of the topic on which he might prefer to speak.

The information presented should be well-chosen, pertinent, and sufficient to support the central thought of the speech. Material should be organized according to some logical plan to produce a complete speech within the time allowed. Supporting material should be documented and specific sources should be cited.

The topic area is: NATIONAL EVENTS OF CURRENT SIGNIFICANCE

TIMING:

The critic must keep time. The critic may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time cards must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP card must be shown and an audible "STOP" provided at the end of the 15 second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

RULES:

- A. The speaker shall present his/her topic slip to the judge. Failure to speak on the topic chosen will result in the speaker's disqualification.
- B. Extempers may not confer with others during their preparation. A competitor who confers with others prior to delivering the speech may be disqualified.
- C. Speakers are not to leave the prep area until 5 minutes prior to speaking or until released by an official.
- D. One note card is allowed. (It may be 3 x 5, 4 x 6, or 5 x 7.)
- E. There is no minimum time but the speaker may not exceed 7 minutes. After a 15-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
- F. No electronic retrieval devices are allowed in the prep room or in the round. This includes but is not limited to computers, palm pilots, cameras, cell phones, video and /or audio recording equipment.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Speakers are required to follow the assigned schedule and speaking order.
2. Notes used while speaking should be confined to one card (3 x 5, 4 x 6, or 5 x 7).
3. Critics will rate and rank speakers and give constructive written criticisms. The total score automatically provides a rating by use of the rating scale on all ballots.
4. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
5. In all non-debate events, speaker ranks and points must correspond. No ties are allowed.

**INTERNATIONAL EXTEMPORANEOUS SPEAKING
BALLOT**

Starting Time _____

Section _____

Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Name _____ Code _____

CRITERIA

COMMENTS

Thesis

Did the speaker express himself clearly?
Did he provide answers to the question selected? Were the answers proposed suitable, practical, advantageous?

Thought Content

Was the content relevant to the stated thesis? Was there evidence of critical thinking and sound logic? Was there evidence of knowledge of questions?

Organization

Were the introduction and conclusion adequate? Were the main ideas apparent? Were transitions clear?

Development of Ideas

Were adequate evidence and reasoning used? Was illustrative material used to emphasize and clarify?

Use of Language

Did the wording have the simplicity, accuracy, vividness, and force expected in an effective extemporaneous speech?

Delivery

Was pronunciation acceptable? Was there use of vocal variety and emphasis? Was the speaker direct and communicative?

Total Effectiveness

The total impression of the speech and speaker upon you, the critic.

CIRCLE THE NUMBER BELOW THAT INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR RATING.

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

INTERNATIONAL EXTEMPORANEOUS SPEAKING

The best extemporaneous speech combines clear thinking, good speaking, and then the use of interesting material to establish a definite viewpoint about the subject selected. It should be an original synthesis by the speaker of current fact and opinion on the designated topic from numerous sources rather than a memory test of the material contained in any one magazine article. The speaker should be held accountable for strict adherence to the precise statement of the topic drawn. The critic should lower the valuation if the participant shifts to some other phase of the topic on which he might prefer to speak.

The information presented should be well-chosen, pertinent, and sufficient to support the central thought of the speech. Material should be organized according to some logical plan to produce a complete speech within the time allowed. Supporting material should be documented and specific sources should be cited.

The topic area is: INTERNATIONAL EVENTS OF CURRENT SIGNIFICANCE

TIMING:

The critic must keep time. The critic may not appoint his/her own timer. Timing should begin with the first audible or nonverbal cue. Time cards must be used to indicate the lapse of each minute, down from the maximum time permitted to 1 minute, ½ minute and TIME. If the contestant continues beyond the maximum time, the STOP card must be shown and an audible "STOP" provided at the end of the 15 second grace period. If the contestant continues beyond the verbal STOP signal, the contestant will be ranked fourth in the preliminary and semi rounds or last in final rounds. Total elapsed time must be indicated on the ballot.

RULES:

- A. The speaker shall present his/her topic slip to the judge. Failure to speak on the topic chosen will result in the speaker's disqualification.
- B. Extempers may not confer with others during their preparation. A competitor who confers with others prior to delivering the speech may be disqualified.
- C. Speakers are not to leave the prep area until 5 minutes prior to speaking or until released by an official.
- D. One note card is allowed. (It may be 3 x 5, 4 x 6, or 5 x 7.)
- E. There is no minimum time but the speaker may not exceed 7 minutes. After a 15-second grace period and an audible STOP, the judge will rank the speaker last if the timing rules listed above were followed.
- F. No electronic retrieval devices are allowed in the prep room or in the round. This includes but is not limited to computers, palm pilots, cameras, cell phones, video and /or audio recording equipment.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Speakers are required to follow the assigned schedule and speaking order.
2. Notes used while speaking should be confined to one card (3 x 5, 4 x 6, or 5 x 7).
3. Critics will rate and rank speakers and give constructive written criticisms. The total score automatically provides a rating by use of the rating scale on all ballots.
4. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via the coach.
5. In all non-debate events, speaker ranks and points must correspond. No ties are allowed.

PUBLIC FORUM DEBATE BALLOT

Round # _____

Room # _____

Judge _____

A coin toss determines side and speaking order. Then record names and codes and pro or con.

Code _____ Pro/Con
(Team A - see event description)

Code _____ Pro/Con
(Team B - see event description)

Speaker 1 Name: _____

Speaker 3 Name: _____

Speaker 2 Name: _____

Speaker 4 Name: _____

1 SPEAKER 3

Analysis: Did the debater explain and argue the most important issue(s) inherent in the resolution?

Evidence: Did the debater support arguments with credible facts and opinions and clearly cite sources?

Ethics: Did the students conduct themselves civilly and professionally showing respect to all participants during the debate?

Crossfire: Were questions relevant, and brief? Was the crossfire conducted in a civil manner? Were claims rational and accurate?

Refutation: Did the debater effectively counter the arguments of the opponents and substantially advance his or her own claims?

Delivery: Did each debater speak in an organized and communicative style? Was the use of notes kept to a minimum and reading avoided?

2 SPEAKER 4

Rate each speaker in each category:

Total _____

A/4 = Superior

B/3 = Excellent

C/2 = Good D/1 = Deficient

Total _____

The TEAM of _____ & _____ CODE _____ won this debate on the PRO / CON side.

The argument(s) that persuaded me to vote for this team were:

A compliment or a suggestion for improvement for each debater:

Speaker 1:

Speaker 2:

Speaker 3:

Speaker 4:

Signed _____ Judge

1st Speaker 4 min. ----> 2nd Speaker 4 min. ----> Crossfire 1st and 2nd Speakers 3 min. ---->
 3rd Speaker 4 min. ----> 4th Speaker 4 min. ----> Crossfire 3rd and 4th Speakers 3 min. ---->
 Summary 1st Speaker 2 min. ----> Summary 2nd Speaker 2 min ----> Grand Crossfire All Speakers 3 min. ----> Final
 Focus 3rd Speaker 1 min. ----> Final Focus 4th Speaker 1 min. Prep Time 2 min. per team

PUBLIC FORUM DEBATE

GENERAL DESCRIPTION: The purpose of Public Forum Debate is to argue contemporary issues in a forum that is accessible to a general audience. The speaking style should be persuasive and extemporaneous. Debaters should be using some "evidence" (e.g. research) to support their points during the debate. In addition, teams will have to also refute the points of the other team in the debate. As in all debate, both teams are trying to convince a neutral judge that they have better reasons for their positions. Debaters should be readily conversant in details of the topic and demonstrate extensive knowledge and understanding of the issues. Debaters may choose to focus on practical issues, philosophical issues or a combination. However, both teams are responsible for directly responding to the arguments made by their opponents.

RULES:

- A. Public Forum debates a new topic each month. Those topics are the same as the NFL topics **until** the Regional and State tournaments. Regionals and State topics are selected by a call for resolutions and by a vote of the coaches. CHSAA sends this call to all coaches. All topics are posted at www.chsaa.org (click on sports/activities, activities, speech, and then topics). Topics are always released exactly one month in advance. It is very important to note that invitational tournaments are free to choose their own topics, so always read the invitations carefully to be certain competitors arrive at the meet having prepared for the proper topic.
- B. The resolution will provide each team of two the opportunity to argue contemporary issues in a forum that is accessible to a general audience.
- C. Each team will try to convince a neutral judge that they have better reasons for their positions.
- D. Some evidence should be used to support their points during the debate.
- E. Debaters may choose to focus on practical issues, philosophical issues or a combination.
- F. Both teams are responsible for directly responding to arguments made by their opponents.
- G. Prior to the round in the presence of the judge(s), a coin is tossed by one team and called by the other team.
- H. The team winning the flip may choose one of two options EITHER:
 - a. The SIDE of the topic to defend (pro or con) OR
 - b. The SPEAKING POSITION they wish to have (begin or end the debate)
- I. Once the coin toss winners select their favored option, the other team makes a choice within the remaining option and the debate begins.
- J. The format for the debate is as follows:
 - a. Constructive speeches
 - Team A Speaker 1- 4 minutes
 - Team B Speaker 1- 4 minutes
 - Crossfire** A1 & B1- 3 minutes
 - Team A Speaker 2- 4 minutes
 - Team B Speaker 2- 4 minutes
 - Crossfire** A2 & B2- 3 minutes
 - b. Summary speeches which include arguments the debaters feel their team is winning and refuting arguments he/she feels they are losing
 - Team A Speaker 1- 2 min.
 - Team B Speaker 1- 2 min.
 - Grand Crossfire** (all speakers)- 3 min.
 - c. Final focus speeches which are a persuasive final restatement of why a team won the debate
 - Team A Speaker 2- 1 min.
 - Team B Speaker 2- 1 min.
 - Prep Time: 2 min. per team
- K. In "crossfire" both debaters "hold the floor."
 - a. The first question must be asked by the speaker who spoke first.
 - b. After the first question either debater may question and/or answer at will.
- L. In grand crossfire the first question must be asked by the speaker who gave the first summary speech.
- M. Visual aids are allowed.
- N. No electronic retrieval devices are allowed in the round. This includes but is not limited to computers, palm pilots, cameras, cell phones, video and /or audio recording equipment.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Debaters are required to follow the assigned schedule.
2. Critics will rate debaters by selecting the appropriate level of achievement as listed on the ballot (A-D or 4-1 scale) and give constructive written feedback to the debaters.
3. Completed ballots should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via his or her coach.
4. In all debate events, the winning team must receive more speaker points than the losing team. Speaker ranks and points must correspond. No ties are allowed.

**LINCOLN-DOUGLAS DEBATE
BALLOT**

Round _____ Room _____ Time _____ Date _____ Judge _____

Affirmative (name and code) _____

Negative (name and code) _____

AFFIRMATIVE

NEGATIVE

Case & Analysis

Case & Analysis

Support of Issues (evidence/reasoning)

Support of Issues (evidence/reasoning)

Attack & Defense

Attack & Defense

Delivery

Delivery

Reason for Decision

A tie in points may not be given.
CIRCLE THE APPROPRIATE NUMBER

Affirmative	50-49-48-47-46-45	44-43-42-41-40-39-38-37	36-35-34-33-32-31
Negative	50-49-48-47-46-45	44-43-42-41-40-39-38-37	36-35-34-33-32-31

In my opinion the better debating was done by _____
(Affirmative or Negative) (Code)

Critic's Signature _____

LINCOLN-DOUGLAS DEBATE

- A. CHSAA uses the NFL September/October topic for 1st semester and the NFL January/February topic for 2nd semester. All topics are posted at www.chsaa.org (click on sports/activities, activities, speech, and then topics). Invitational tournaments are free to choose their own topics so always read the invitations carefully to be certain competitors arrive at the meet having prepared for the proper topic.
- B. The topic is a resolution of value debated by one competitor against one opponent.
- C. The format for the debate is as follows:
- | | |
|-----------------------|----------------------------|
| Affirmative. | 6-minute constructive |
| Negative. | 3-minute cross-examination |
| Negative. | 7-minute constructive |
| Affirmative | 3-minute cross-examination |
| Affirmative. | 4-minute rebuttal |
| Negative. | 6-minute rebuttal |
| Affirmative. | 3-minute rebuttal |
- (Each debater is allowed a total of 3 minutes preparation time during the course of the debate.)
- D. The affirmative debater must identify and support the value(s) suggested by the resolution of value.
- E. The affirmative debater must fulfill the burden of clash by opposing the value(s) supported by the negative.
- F. The negative debater must identify and support the value(s) suggested by the resolution of value.
- G. The negative debater must also fulfill the burden of clash by opposing the affirmative stance.
- H. There is no presumption and no burden of proof in LD debate. Both sides have a equal burden of defending their side of the resolution.
- I. No plan is proposed.
- J. LD debaters MAY choose to use some of the following terms when presenting their arguments:
Core Value: Center of the argument; a value held by society which helps determine the actions it will take
Criterion: A standard of measuring how the resolution meets the value; often posed by philosophers
Contention: Reasons for the argument; major points of the debater's case
Subpoint: Support for the contentions
- K. LD debate is more philosophical than policy debate and has less emphasis on evidence than policy debate.
- L. Debaters must orally deliver citations for each piece of evidence introduced to include the name of the author, complete source title, complete date and page number. Should two or more quotations be used from the same source, the complete citation need be given only for the first piece of evidence used from that source.
- M. The negative position can be anything that is not the affirmative. The negative is not required to support the opposite of the resolution.
- N. Visual aids are allowed.
- O. No electronic retrieval devices are allowed in the round. This includes but is not limited to computers, palm pilots, cameras, cell phones, video and /or audio recording equipment.
- P. New evidence may be introduced in rebuttals. New arguments may not be introduced in rebuttals. An affirmative response in the first rebuttal of a negative argument presented in the last negative constructive is not considered a "new argument" and is, therefore, permissible.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Debaters are required to follow the assigned schedule.
2. Critics will rate debaters by selecting appropriate numbers from the continuum on the ballot.
3. Completed ballots should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via his or her coach.
4. In all debate events, the winning team must receive more speaker points than the losing team. Speaker ranks and points must correspond. No ties are allowed.

**CROSS-EXAMINATION DEBATE
BALLOT**

Round _____ Room _____ Time _____ Date _____ Judge _____

AFFIRMATIVE CODE

NEGATIVE CODE

Check the column on each item which, on the following scale, best describes your evaluation of the speaker's effectiveness:

1 - Poor

2 - Fair

3 - Good

4 - Excellent

5 - Superior

1st Affirmative

2nd Affirmative

1st Negative

2nd Negative

1	2	3	4	5

1	2	3	4	5

Analysis
Reasoning
Evidence
Organization
Refutation
Ethics
Delivery

1	2	3	4	5

1	2	3	4	5

Total _____

Total _____

Total _____

Total _____

Total Affirmative Speaker Points _____
Points _____

Total Negative Speaker _____

Rank speakers 1, 2, 3, 4, with no ties. Rank must correspond to individual points given above. THE WINNING TEAM MUST RECEIVE MORE POINTS.

COMMENTS:

Rank ()

COMMENTS:

Rank ()

1st Affirmative (Name) _____

1st Negative (Name) _____

Rank ()

2nd Affirmative (Name) _____

Rank ()

2nd Negative (Name) _____

Reason for Decision: _____

In my opinion the better debating was done by _____
(Affirmative or Negative) (Code)

Critic's Signature _____

CROSS EXAMINATION DEBATE

- A. CHSAA uses the national topic which is announced in the spring of each year to be used as the topic for the entire following school year.
- B. The topic is a resolution of policy debated by a team of two competitors against an opposing team of two competitors. It involves a question of policy in which the affirmative proposes a change from the status quo.
- C. The format for the debate is as follows:
 - Constructive Speeches-*
 - First Affirmative- 8 minutes
 - 3 minute cross examination by negative
 - First Negative- 8 minutes
 - 3 minute cross examination by affirmative
 - Second Affirmative- 8 minutes
 - 3 minute cross examination by negative
 - Second Negative- 8 minutes
 - 3 minute cross examination by affirmative
 - Rebuttal Speeches-*
 - First Negative- 4 minutes
 - First Affirmative- 4 minutes
 - Second Negative- 4 minutes
 - Second Affirmative- 4 minutes

(Each team is allowed a total of five minutes preparation time during the course of the debate.)
- D. No speaker may follow him/herself. Therefore, while the first and second affirmative speakers may elect to reverse their speaking order in the rebuttal period, this privilege is not afforded the negative team.
- E. Each speaker must question and be questioned.
- F. No electronic retrieval devices are allowed in the round. This includes but is not limited to computers, palm pilots, cameras, cell phones, video and /or audio recording equipment.
- G. Debaters shall orally deliver during each round citations for each piece of evidence introduced to include the name of the author, complete source title, complete date and page number. Should two or more quotations be used from the same source, the complete citation need be given only for the first piece of evidence used from that source.
- H. New evidence may be introduced in rebuttals. New arguments may not be introduced in rebuttals. An affirmative response in first rebuttal of a negative argument presented in the last negative constructive is not considered a "new argument" and is, therefore, permissible.
- I. A judge may not ask to see evidence unless that evidence is challenged by the opposing team and the original source is present in the room.
- J. Both sides have burden of clash and must directly refute arguments made by their opponents.
- K. The negative has the presumption (meaning the current system, or status quo, is "innocent unless proven guilty" by the affirmative).
- L. The affirmative has the burden of proof (meaning the affirmative must prove that the status quo must be changed according to the resolution).
- M. The affirmative must propose a plan, as well as present a rationale for adopting the resolution.
- N. There is no prescription for organization of the affirmative or negative cases. Arguments may be presented in any reasonable order.
- O. The plan need not be presented in the first affirmative constructive speech, but if presented in the second affirmative constructive speech it should be in the first part of that speech.
- P. The affirmative team must present a prima facie case which contains **all** of the following elements: (The following "stock issues" must **all** be won by the affirmative for the decision to be affirmative.)
 - Topicality:* Present a case which is a reasonable interpretation of the resolution.
 - Harms/Advantages:* Define a problem
 - Significance:* Show significance of the harm or advantage
 - Inherency/Uniqueness:* Show an inherent factor in the present system which prevents the problem from being solved or the advantage from being gained.
 - Rational plan:* Propose a rational policy which will work to solve the problem or gain the advantage without creating any greater problems in the process. The plan is workable, or able to function as a federal program. It meets needs or gains advantages and its gains are not outweighed by its disadvantages.
- Q. If the negative offers a counterplan, they lose presumption (the status quo is no longer presumed innocent) and the affirmative team no longer has the burden of proof (they no longer have to prove the status quo is guilty of causing significant problems). The negative counterplan must be non-topical, outside the bounds of the resolution, and must solve affirmative harms.
- R. Visual aids are allowed.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Debaters are required to follow the assigned schedule.
2. Critics will rate debaters by selecting appropriate numbers from the continuum on the ballot and adding them.
3. Completed ballots should be turned in at meet headquarters promptly. After the tournament, each ballot is given to the participant via his or her coach.
4. In all debate events, the winning team must receive more speaker points than the losing team. Speaker ranks and points must correspond. No ties are allowed.

**DUET ACTING (DRAMATIC LITERATURE)
BALLOT**

Starting Time _____

Section _____

Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Names _____ Code _____

CRITERIA

COMMENTS

Selection of Material

Is the cutting a good vehicle for duet acting?
Is the cutting well-planned and well-executed? Are the introductions and transitions effective? Does it have continuity and build to a climax?

Direction

Is the movement well planned? Is the relationship between characters clearly defined? Does the presentation have tempo & rhythm fitting the scene? Is the cutting suitably cast?

Acting

Does each actor have a distinct characterization? Is it projected both physically and mentally? Is the actor sincere? Is the actor believable? Do the two actors act and react to each other? Are the actors audible and articulate?

Dramatic Effectiveness

Did the scene create an illusion? How effectively did performers overcome absence of costumes, props, make-up, and setting? Did the performance create an empathetic response?

CIRCLE THE NUMBER BELOW THAT INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR RATING.

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

DUET ACTING (DRAMATIC LITERATURE)

The maximum time for Duet Acting is ten minutes.

This event combines elements of interpretation and acting, with the emphasis on acting. The cutting should be taken from a printed published source. The cutting should involve only two actors. Each actor must retain the original persona regardless of multiple personalities or pretenses throughout the scene or scenes presented. Original persona means that character with which the actor began the scene. The use of additional characterizations or pretenses by one or both actors must satisfy the author's intent.

The actors are free to move about the acting area, and may properly use as much of the acting area as they can control and still hold the attention of the audience. The script must be memorized so that full attention may be given to the enactment of the characters. In Duet Acting full attention is given to the characterization, emotional content, recognition of the fourth wall, reaction to the other character, given situations, and emotional content as if in a fully developed play. Void of any settings, lighting, costume, make-up or properties (other than two chairs) the actors must rely upon their inner resources together with vocal and physical flexibility and control, to project a completely developed characterization to the audience. Off stage sound effects and music cannot be used. The emphasis should be on the creation of the interaction of the characters.

A performance which is either partially or completely pantomime is possible in this event so long as it is preceded by an appropriate introduction.

PROCEDURES:

1. Schedules and room assignments are furnished for the students. Actors are required to follow the assigned schedule and performing order.
2. Maximum time is ten (10) minutes. If using a stop watch indicate the total time in the appropriate space on each ballot. If using a clock or watch indicate the starting, ending, and total time on each ballot. There is a 15 second grace period.

If the contestant continues beyond the maximum time, the STOP card must be shown and an audible "STOP" provided at the end of the 15 second grace period. If the contestant continues beyond the STOP signal, the contestant will be ranked fourth or last in the round. Total elapsed time must be indicated on the ballot.

3. The student will deliver the speech without manuscript or notes. Anyone holding a script will be ranked fourth.
4. Critics will rate and rank actors and give constructive written criticisms. The total score automatically provides a rating by use of the rating scale on the ballot.
5. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After tabulation, each ballot is given to the participant via the coach.

**DUET ACTING (HUMOROUS LITERATURE)
BALLOT**

Starting Time _____

Section _____

Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Names _____ Code _____

CRITERIA

COMMENTS

Selection of Material

Is the cutting a good vehicle for duet acting?

Is the cutting well-planned and well-executed? Are the introductions and transitions effective? Does it have continuity and build to a climax?

Direction

Is the movement well planned? Is the relationship between characters clearly defined? Does the presentation have tempo & rhythm fitting the scene? Is the cutting suitably cast?

Acting

Does each actor have a distinct characterization? Is it projected both physically and mentally? Is the actor sincere? Is the actor believable? Do the two actors act and react to each other? Are the actors audible and articulate?

Dramatic Effectiveness

Did the scene create an illusion? How effectively did performers overcome absence of costumes, props, make-up, and setting? Did the performance create an empathetic response?

CIRCLE THE NUMBER BELOW THAT INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR RATING.

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

DUET ACTING (HUMOROUS LITERATURE)

The maximum time for Duet Acting is ten minutes.

This event combines elements of interpretation and acting, with the emphasis on acting. The cutting should be taken from a printed published source. The cutting should involve only two actors. Each actor must retain the original persona regardless of multiple personalities or pretenses throughout the scene or scenes presented. Original persona means that character with which the actor began the scene. The use of additional characterizations or pretenses by one or both actors must satisfy the author's intent.

The actors are free to move about the acting area, and may properly use as much of the acting area as they can control and still hold the attention of the audience. The script must be memorized so that full attention may be given to the enactment of the characters. In Duet Acting full attention is given to the characterization, emotional content, recognition of the fourth wall, reaction to the other character, given situations, and emotional content as if in a fully developed play. Void of any settings, lighting, costume, make-up or properties (other than two chairs) the actors must rely upon their inner resources together with vocal and physical flexibility and control, to project a completely developed characterization to the audience. Off stage sound effects and music cannot be used. The emphasis should be on the creation of the interaction of the characters.

A performance which is either partially or completely pantomime is possible in this event so long as it is preceded by an appropriate introduction.

PROCEDURES:

1. Schedules and room assignments are furnished for the students. Actors are required to follow the assigned schedule and performing order.
2. Maximum time is ten (10) minutes. If using a stop watch indicate the total time in the appropriate space on each ballot. If using a clock or watch indicate the starting, ending, and total time on each ballot. There is a 15 second grace period.

If the contestant continues beyond the maximum time, the STOP card must be shown and an audible "STOP" provided at the end of the 15 second grace period. If the contestant continues beyond the STOP signal, the contestant will be ranked fourth or last in the round. Total elapsed time must be indicated on the ballot.

3. The student will deliver the speech without manuscript or notes. Anyone holding a script will be ranked fourth.
4. Critics will rate and rank actors and give constructive written criticisms. The total score automatically provides a rating by use of the rating scale on the ballot.
5. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After tabulation, each ballot is given to the participant via the coach.

**SOLO ACTING
BALLOT**

Starting Time _____

Section _____

Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Name _____ Code _____

NOTE TO CRITIC: Void of any setting, lighting, costume, make-up or properties (other than a chair), the actor must rely upon inner resources, together with vocal and physical flexibility and control to project a completely developed characterization to the audience. Scenic backgrounds and audio-visual equipment may not be utilized. Solo acting is one person taking the part or role of one character. The character speaks only one part, but acts and reacts as though other characters are present. All elements come through on character. Solo acting must be memorized and full attention is given to characterization.

CRITERIA

COMMENTS

Introduction

Did the student identify adequately the title, author, and setting of his or her selection?
Did the student, where necessary, create the mood and prepare the audience for the performance?

Material

Does the scene have literary merit? If the scene is a cutting, does the script have continuity? Is the choice of scene and character appropriate?

Analysis and Preparation

Does the actor demonstrate understanding of character, situation, and author's intent?

Acting

Does the actor effectively achieve the following: complete absorption of characterization, believ-ability of characterization, mood created and sustained, control and discipline of voice, emotion and bodily action, pantomime imaginative spontaneity?

CIRCLE THE NUMBER BELOW THAT INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR RATING.

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

SOLO ACTING

The maximum time for Solo Acting is ten (10) minutes. This area combines elements of interpretation and acting, with the emphasis on acting. The person speaks only one part, but acts and reacts as if the other character were actually present. The actor is free to move about the acting area, and may properly use as much of the acting area as the actor can control and still hold the attention of the audience. The script must be memorized so that full attention may be given to the enactment of the character. In Solo Acting, full attention is given to the characterization, emotional content, recognition of the fourth wall, reaction to other characters, given situations, and emotional content as if in a fully developed play. Void of any settings, lighting, costume, make-up or properties (other than a chair) the actor must rely upon his or her inner resources, together with vocal and physical flexibility and control, to project a completely developed characterization to the audience. Off-stage sound effects and music cannot be used. The emphasis should be on the creation of the character.

A performance which is either partially or completely pantomime is possible in this event so long as it is preceded by an appropriate introduction.

PROCEDURES:

1. Schedules and room assignments are furnished for the students. Actors are required to follow the assigned schedule and performing order.
2. Maximum time is ten (10) minutes. If using a stop watch indicate the total time in the appropriate space on each ballot. If using a clock or watch indicate the starting, ending, and total time on each ballot. There is a 15 second grace period.

If the contestant continues beyond the maximum time, the STOP card must be shown and an audible "STOP" provided at the end of the 15 second grace period. If the contestant continues beyond the STOP signal, the contestant will be ranked fourth or last in the round. The elapsed time must be indicated on the ballot.

3. The script must be memorized. Anyone holding a script will automatically be disqualified.
4. Critics will rate and rank actors and give constructive oral critiques. The total score automatically provides a rating by use of the rating scale on the evaluation form.
5. Completed evaluation forms, plus the summary sheet, should be turned in at meet headquarters promptly. After tabulation, each evaluation form is given to the participant via the coach.

**CREATIVE STORYTELLING
BALLOT**

Starting Time _____

Section _____

Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Names _____ Code _____

Note: The student may use one chair.

CRITERIA

COMMENTS

Atmosphere

Did the student create the proper mood for the story? Does the student demonstrate understanding of character, setting, and situation?

Use of Language

Was the language used in keeping with the character and/or characters being portrayed? Was a conversational style used?

Delivery

Did the storyteller make use of rising action, climax and was the plot given in the outline resolved? Did the presentation reflect the speaker's ability to create and develop a story? Was bodily activity spontaneous? Was the development of character and/or characters consistent?

Total Effectiveness

The total impression of the story and the storyteller upon you, the critic.

CIRCLE THE NUMBER BELOW THAT INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR RATING.

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

CREATIVE STORYTELLING

The best creative storytelling will utilize narration and characterization. The storytelling presentation shall be evaluated on the basis of effective speaking practices with emphasis on conversational style, spontaneous bodily activity, ability to develop character, and to resolve the outline plot. The presentation should reflect the speaker's ability to create and develop a story. No stage accessories may be used.

Acting is permissible in creative storytelling as characterization is essential in some types of stories. One chair may be used. It must be kept in mind that an effective story has exposition, rising action, climax and resolution. The event may be serious or humorous in nature. The story should be of such nature that the telling of it shall not exceed five minutes.

Two examples of creative storytelling topics:

Example (1)

Characters:	A fire-eating dragon
Setting:	Damp cave
Situation:	His fire has gone out

Example (2)

Characters:	Boy and nervous grandmother
Setting:	In the car
Situation:	Grandmother is late for club and critical of boy's driving.

PROCEDURES:

1. Schedules of drawing and speaking times, preparation room assignments are furnished to the students. Speakers are required to follow the assigned schedule of speaking order.
2. Fifteen minutes prior to speaking, each student shall draw three story outlines. Each contestant shall immediately choose one of the three outlines drawn and return the two unused outlines. Preparation will begin for the selection from the story outline chosen. A student cannot leave the preparation room until time to speak, nor can the student receive help from a coach or any other student. No reference material or notes will be allowed during the preparation time. A scratch pad may be used to put down ideas for the presentation.
3. At the time designated on the schedule, the speaker will be at the assigned speaking room. Before speaking, the student will give the critic the slip with the outline of the story chosen to present. No note cards or outlines may be used during presentation.
4. Time limits of presentation will be not less than three minutes and not more than five minutes. Visible signs will be used to time the event. There will be a 15 second grace period at the end of five minutes. The critic will "stop" overtime presentations at the end of the grace period. If using a stop watch indicate the total time in the appropriate space on each ballot. If using a clock or watch indicate the starting and ending and total time on the ballot.
5. Critics will rate and rank speakers and give constructive written criticisms.
6. Completed ballots, plus a summary sheet, should be turned in at meet headquarters promptly. After tabulation, each ballot is given to the participant via the coach.

IMPROMPTU SPEAKING
BALLOT

Starting Time _____

Section _____

Ending Time _____

Round _____ Room _____ Total Time _____ Date _____ Judge _____

Name _____ Code _____

CRITERIA

COMMENTS

Thesis

Did the speaker express himself clearly?
Did he provide answers to the question selected? Were the answers proposed suitable, practical, advantageous?

Thought Content

Was the content relevant to the stated thesis? Was there evidence of critical thinking and sound logic? Was there evidence of knowledge of questions?

Organization

Were the introduction and conclusion adequate? Were the main ideas apparent? Were transitions clear?

Development of Ideas

Were adequate evidence and reasoning used? Was illustrative material used to emphasize and clarify?

Use of Language

Did the wording have the simplicity, accuracy, vividness, and force expected in an effective extemporaneous speech?

Delivery

Was pronunciation acceptable? Was there use of vocal variety and emphasis? Was the speaker direct and communicative?

Total Effectiveness

The total impression of the speech and speaker upon you, the critic.

CIRCLE THE NUMBER BELOW THAT INDICATES THE RATING OF THIS SPEAKER

TOTAL SCORE _____

RANK _____

50-49-48-47-46-45

44-43-42-41-40-39-38-37

36-35-34-33-32-31

DO NOT INFORM THE STUDENT OF HIS/HER RANK OR RATING.

CRITIC _____

DO NOT GIVE STUDENTS ORAL CRITIQUES

IMPROMPTU SPEAKING

The best impromptu speech is an original synthesis testing the speaker's ability, in a limited time, to convey the elements of clear thinking, good speaking, and the use of interesting material to establish a definitive viewpoint about the subject selected.

The speaker should be held accountable for strict adherence to the precise statement of the topic drawn. The critic should lower the evaluation if the participant shifts to some other phase of the topic on which the speaker might prefer to speak.

The information presented should be well-chosen, pertinent, and sufficient to support central thought of the speech. Material should be organized according to some logical plan to produce a complete speech within the time allowed. The student should keep in mind that direct communicative speech is the goal, not stilted or artificial delivery.

PROCEDURES:

1. Schedules of drawing and speaking time, preparation room assignments and speaking room assignments are furnished the students. Speakers are required to follow the assigned schedule and speaking order.
2. At the time designated on the schedule, the speaker is to be at the assigned speaking room. Before speaking, the list of impromptu topics selected are to be given to the critic.
3. Exactly 5 minutes before each student is scheduled to speak in a round, the speaker will receive a list of three topics in the preparation room. These topics will consist of (1) a sentence, (2) a phrase, (3) a word, on each card. One of the three topics shall be a current event. The student is to choose one of the three topics on which to speak and is to prepare on that topic.
4. No reference to material or notes will be allowed during the preparation time. However, speakers may use one 3 x 5 card for notes to be used while speaking.
5. Time limits are not less than three and not more than five minutes. If using a stop watch indicate the total time in the appropriate space on each ballot. If using a clock or watch indicate the starting and ending and total time on each ballot.
6. Critics will rate and rank speakers and give constructive written criticisms.
7. Completed ballots, plus the summary sheet, should be turned in at meet headquarters promptly. After tabulation, each ballot is given to the participant via his or her coach.

**ONE-ON-ONE VALUE DEBATE
BALLOT**

Round _____ Room _____ Time _____ Date _____ Judge _____

Affirmative (name and code) _____

Negative (name and code) _____

AFFIRMATIVE	NEGATIVE
<u>Case & Analysis</u>	<u>Case & Analysis</u>

<u>Support of Issues (evidence/reasoning)</u>	<u>Support of Issues (evidence/reasoning)</u>
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<u>Attack & Defense</u>	<u>Attack & Defense</u>
-----------------------------	-----------------------------

<u>Delivery</u>	<u>Delivery</u>
-----------------	-----------------

Reason for Decision

A tie in points may not be given.
CIRCLE THE APPROPRIATE NUMBER

Affirmative	50-49-48-47-46-45	44-43-42-41-40-39-38-37	36-35-34-33-32-31
Negative	50-49-48-47-46-45	44-43-42-41-40-39-38-37	36-35-34-33-32-31

In my opinion the better debating was done by _____

(Affirmative or Negative) (Code)

Critic's Signature _____

ONE-ON-ONE VALUE DEBATE

Thirty minutes before each round the value topic for that round will be posted. The debaters will then prepare, using their own knowledge, a case for each side. The pairings are posted without sides on them. The contestants then go to their assigned room. In the room, immediately before each debate, the critic will toss a coin and the winner may select the side to be defended. The topic will be different for each of the three rounds. In this type of debate the critic should expect to see a philosophical debate mostly limited to general knowledge. The debate should be judged on argumentation skills including sound construction of arguments, the ability to defend and defeat arguments, and logic as well as all other aspects of debating skills. This is a good exercise in logic, reasoning and organization. Ethically, the debater should be polite, considerate and a good listener avoiding personal attacks and be accurate in statements of opposing arguments.

Library resources will not be available; materials such as magazines, dictionaries, etc., are not to accompany the debate.

One-on-One Value Debate: The committee suggested that a pencil be the only writing instrument allowed in the draw room for One-on-One Value debate. The student will receive paper upon entering the room; the students will not be able to converse while in the draw room. Students will not be allowed to leave the draw room ahead of time and must sign out once they leave the room.

Only two speakers are involved, one fulfilling the affirmative case responsibilities and the other, the negative. Since students participating in One-on-One Value debating are usually speaking to an audience, they should be encouraged to develop a direct and communicative delivery. Emphasis is necessarily placed upon the issues involved rather than upon strategy in developing the case. THE STATEMENT OF THE TOPIC IS A RESOLUTION OF VALUE RATHER THAN OF POLICY. This results in emphasizing logic, theory, and philosophy while eliminating "plan" arguments. For these reasons, many students interested in speaking extemporaneously find the event highly satisfactory. Because of time limits, a wealth of evidence cannot be used, but research supported by good background reading is necessary. Electronic recall equipment is prohibited.

FORMAT

Affirmative	6-minute constructive
Negative	3-minute cross-examination
Negative	7-minute constructive
Affirmative	3-minute cross-examination
Affirmative	4-minute rebuttal
Negative	6-minute rebuttal
Affirmative	3-minute rebuttal

(Each debater will be allowed a total of 3 minutes preparation time during the course of the debate.)

The affirmative debater must identify and support the values suggested by the resolution of value. The affirmative must also fulfill the burden of clash by opposing the values supported by the negative. In One-on-One Value debate there is no presumption and no burden of proof (as these terms are used in policy debate theory). The negative debater must identify and support values and/or a hierarchy of values which are different from those suggested by the resolution of value. The negative must also fulfill the burden of clash by opposing the affirmative stance.

The critic should evaluate each debate in terms of which student effectively presents and defends the better argument, rather than which student happens to represent the critic's personal viewpoint. Comments should be presented so that they are constructive and contribute to the student's knowledge about either or both the debate process and the topic. The critic should not reveal the decision as to which student won. Specific suggestion for each individual should be written on the ballot.

PROCEDURES:

1. Schedules and room assignments are furnished the students. Debaters are required to follow the assigned schedule.
2. Critics will rate debaters by selecting appropriate numbers from the continuum on the ballot.
3. Completed ballots should be turned in at meet headquarters promptly. After tabulation, each ballot is given to the participant via his or her coach.

INDIVIDUAL EVENTS

EVENT _____

JUDGE _____

ROUND _____ SECTION _____ ROOM _____

MEET _____ SITE _____ DATE _____

PARTICIPANT NAMES	CODE	RANK * see below	RATING ** see below	SCORE/ SPEAKER POINTS

***NOTE ABOUT RANKS:** In Preliminary and Semi-Final Rounds, rank participants 1, 2, 3, 4, 4, 4, 4, 4
 In Final Rounds only, rank participants all the way down 1, 2, 3, 4, 5, 6, 7, 8

****NOTE ABOUT RATINGS:** Ratings are for tabulation only. AFTER YOU HAVE
 ASSIGNED RANK AND POINTS FOR EACH PERFORMANCE
 DETERMINE THE RATING FOR EACH PERFORMANCE AS
 FOLLOWS:

If you have given points in the range of 45 - 50 points the rating is I.
 If you have given points in the range of 37 - 44 points the rating is II
 If you have given points in the range of 31 - 36 points the rating is III

**BE SURE TO COMPLETE AND SIGN ALL EVALUATION FORMS
 AND THIS SUMMARY**

CRITIC SIGNATURE: _____

A Rubric

Directions: Use the following criteria to award speaker points in the debates which you evaluate. Remember, the winning team must receive more speaker points.

	5	4	3
Analysis	Examines stock issues AND other side's arguments.	Examines stock issues OR other side's arguments.	Examines only superficial issues, no depth
Reasoning	Explains each argument/ evidence in logical way.	Explain arguments and evidence part of time.	Reads evidence without explaining it. 1 or 2 arguments do not make sense.
Evidence	Factual information to support all major arguments.	Some facts which support some of the points.	Evidence not directly related. Mostly general quotes and opinion.
Organization	Maintains organization throughout constructive and rebuttal speeches.	Only constructive speech is organized.	Only part of constructive speech is organized.
Refutation	Answers arguments directly. Extends directly	Answers directly. Repeats	Does not answer
Ethics	No infractions of the rules. Courteous	No major infractions. Some discourtesies	One major infraction. Discourtesies
Delivery	Fluent, Persuasive, Eye Contact, Comfortable rate.	Problem with one area.	Problem with two areas.

Critic's Name _____

Tournament Director's Name _____

Tournament Director's School _____

Tournament Director's Email _____

Tournament Director's Phone Number _____

Date & Time of Infraction ____ / ____ / ____ : ____ A.M. – P.M.

TYPE OF INFRACTION (Check One)

- Absence from or tardiness to tournament for which critic has committed himself/herself.
- Disclosure of judging outcome to student(s) or coach prior to the end of the tournament.
- Discussing with other critics prior to the end of the tournament, the performance he/she has heard.
- Refusal to further justify decision on the ballot when requested to do so by the tournament director.
- When requested by the tournament director to correct ballot containing the error(s) of : _____ the critic refused to make the correction.
- Judging a contestant the critic knows well or one the critic has judged earlier in the tournament in the same event, without first notifying the tournament director.
- Giving oral critiques.
- Refusal to judge an event for which the critic is certified.
- Asking for evidence in a debate in circumstances other than those specified as appropriate.

Additional comments concerning the infraction:

Signature of Tournament Director _____

For use of tournament director

- First written warning for this infraction for which a warning is given.
- I would like a representative from CHSAA to contact me regarding this incident.