Adjudicators' Training Material

WORLD
SCHOOLS
DEBATING
CHAMPIONSHIP
2019

Acknowledgment

This presentation is based on training materials from past WSDCs and it has been adapted based on feedback received so far from the WSDC community.

Many thanks to the CAP of several previous years that helped out and provided material for this presentation.

We sincerely thank the Organizing Committees in Thailand and Sri Lanka for all their help!

Chief Adjudicators' Panel

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Agenda

1. Profile of a "model" judge

2. The WSDC format

3. Judging Criteria

4. Scoring Criteria

5. After the round

Agenda

Profile of a "model" judge

- **Impartial**: *doesn't judge teams they have a personal bond with (nation of affiliation, teams they have coached, etc.)*

- **Unbiased**: *has no prior idea who is going to win the debate. Their own opinion is put aside during the debate.*

- **Observant**: *listens carefully to what debaters bring to the table and doesn't construct ideas that haven't been explained well.*

- **Aware of current affairs**: *takes on the role of an average, intelligent listener, without letting specialist knowledge interfere with the debate.*

- **Constructive**: *gives debaters constructive and concrete feedback after the result of the debate is announced.*

- **Expert on the rules:** *knows WSDC debating rules inside out.*

What a "model" judge does in round

- Is **courteous and respectful** to the teams and coaches

- Does **not** allow coaches to make signs or signals to debaters beyond time signals, and maintains room decorum.

- Always **makes themselves available for feedback**

- Pays attention in round:
  - ➢ No being on your phones (unless absolutely necessary)
  - ➢   Takes notes

Important Sidenote: The Motion

- **All judges should write down and have the exact phrasing of the motion!**

  - ➢ Necessary to judge "reasonable" definition

  - ➢ Teams might not say the motion during their speeches, but they assume the room knows!

- **INFO-SLIDES ARE PART OF THE MOTION!**

  - ➢ Teams and judges should use them

  - ➢ They are there to "**upgrade**" the reasonable informed individual with specific knowledge

Agenda

- **2 teams:** *Proposition (Government)* and *Opposition*

  ➢ **3-5 members on a team**

  ➢ **3 speakers** per team in a debate

  ➢ 3 substantive speeches + 1 reply speech (per team)

      ■ *Substantive speeches*: 8 min

      ■ *Reply Speeches*: 4 min → *Only the 1st or 2nd speaker can give the reply speech for their team*

  ➢ The opposing team may ask questions during substantive speeches ("Points of Information" a.k.a POIs)

- **No low-point wins or draws!**

Roles of the TEAMS

Government (Proposition)

- It has the **burden of proof**: has to win *significant majority* of cases.

- It has to **define** the motion. Must be clear and fair to both sides.

- Should describe their characterisation of the **status quo** and present substantive arguments in favour of their case.

- Where appropriate, presents a **solution** to the identified problem(s).

Roles of the TEAMS

Opposition

- Should oppose the Gov.'s motion: has to win *significant minority of cases.*

- It can set up its case purely on rebuttal of Gov., but this is strategically risky.

- It can have substantive arguments of its own, including proposing a 'counter-model'

- Strategic choices an Opposition can make **in response to the Definition**:
  - *accept* the issue as given by the Gov. and debate
  - *challenge* the definition and propose another one
  - *broaden* the definition
  - present an "*even if*" case (strongly recommended!)

Roles of the SPEAKERS

Order of speaking → First *Prop*, First *Opp*; Second *Prop*, Second *Opp*; Third *Prop*, Third *Opp* and then *Opp* Reply, *Prop* Reply.

Who can introduce new constructive material?
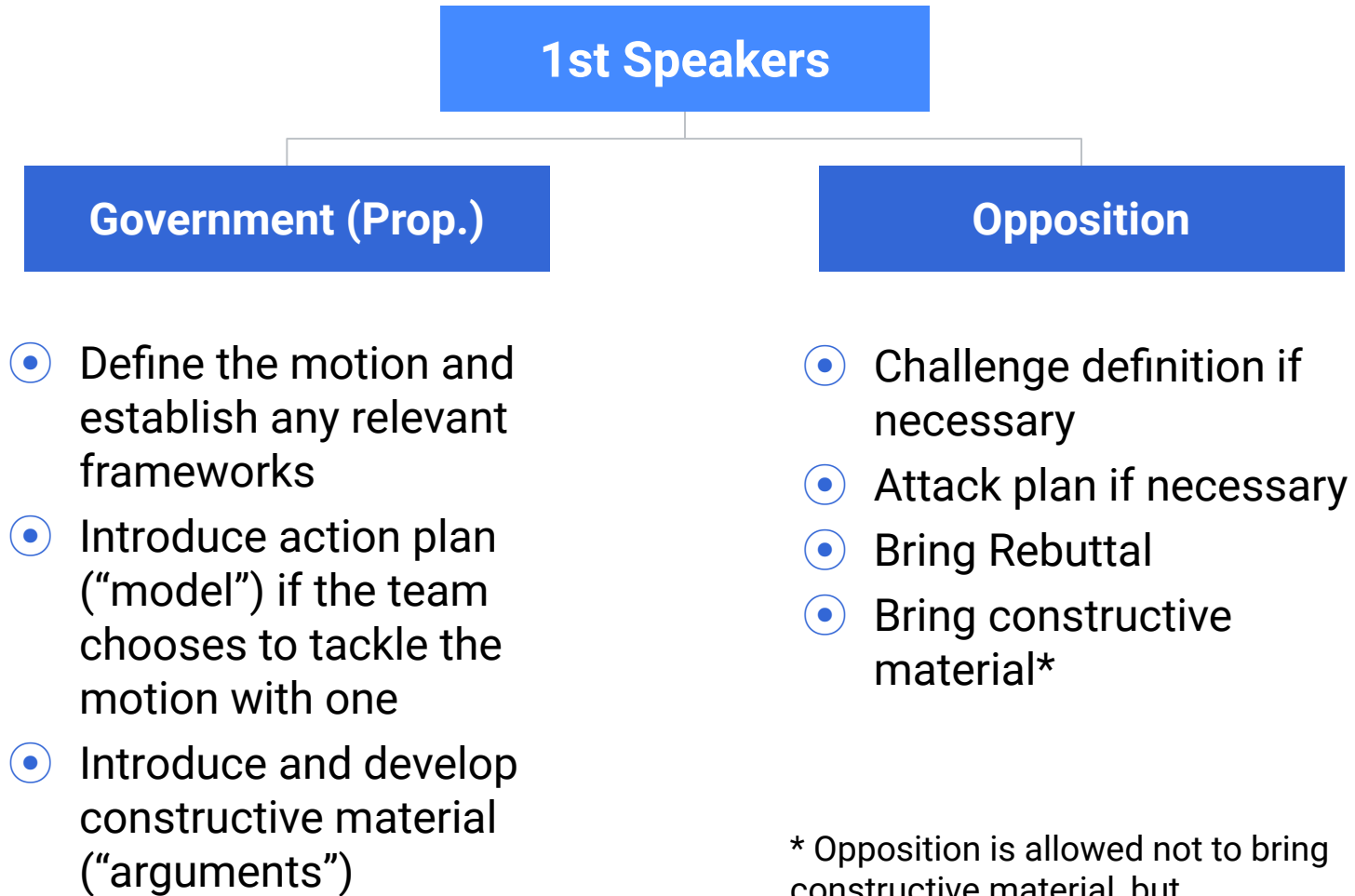
Government (Proposition)
- First – of course!
- Second – yes
- Third – yes, but*
- Reply – no

Opposition
- First – yes
- Second – yes
- Third – yes, **but***
- Reply – no

Roles of the SPEAKERS

1st Speakers

Government (Prop.)

- Define the motion and establish any relevant frameworks
- Introduce action plan ("model") if the team chooses to tackle the motion with one
- Introduce and develop constructive material ("arguments")

Opposition

- Challenge definition if necessary
- Attack plan if necessary
- Bring Rebuttal
- Bring constructive material*

* Opposition is allowed not to bring constructive material, but strategically it is advisable to bring some.

Roles of the SPEAKERS

2nd Speakers

Government (Prop.)
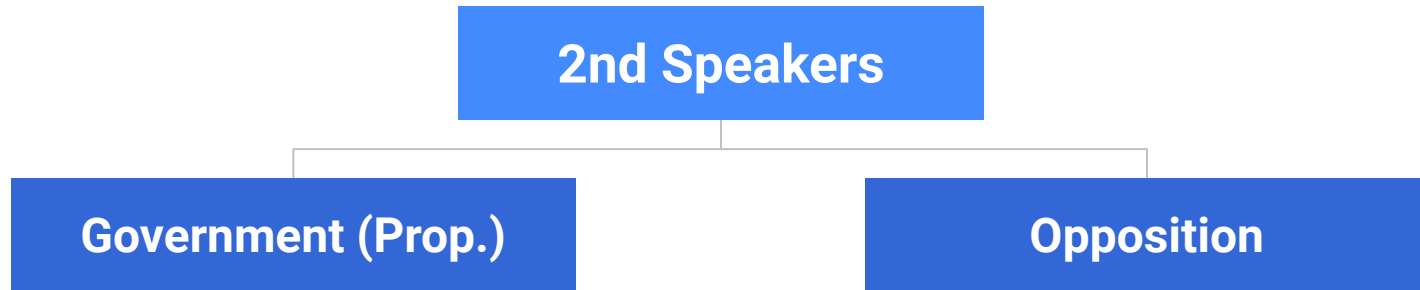
- ⦿ Deal with challenges of the definition, if necessary
- ⦿ Bring rebuttal to first opposition speaker
- ⦿ Extend and further develop the constructive case of proposition

Opposition

- ⦿ Bring rebuttal to extension and extend and further develop the case of the proposition
- ⦿ Extend the constructive case of opposition, if they have one

Roles of the SPEAKERS

3rd Speakers

Government (Prop.)
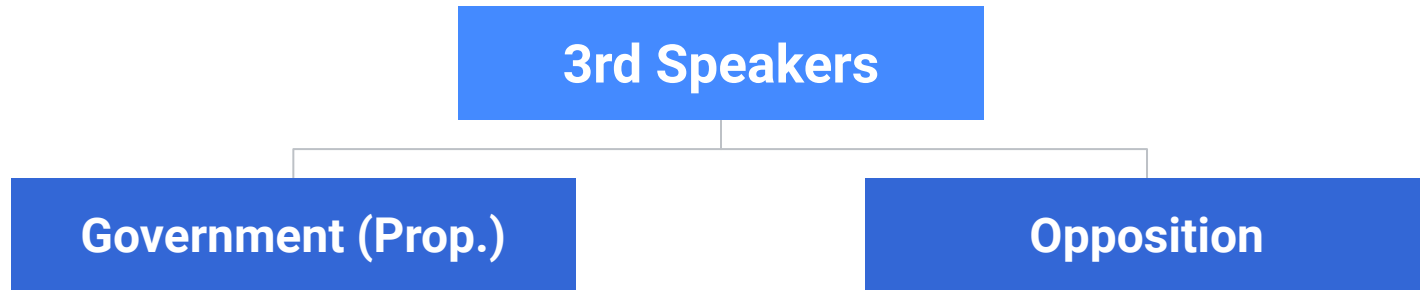
- Extend and further develop their constructive case
- Bring rebuttal to Opposition's constructive case, if they have one.

Opposition

- Bring rebuttal to Proposition's constructive case
- Extend and further develop Opposition's constructive case, if they have one.

Roles of the SPEAKERS

Reply Speakers

Government (Prop.)

- Bring a holistic overview of the debate
- Compare and analyse both teams' argumentative cases.
- Explain why they think their team won, without adding **non-derivative** new material.

Opposition

- Bring a holistic overview of the debate
- Compare and analyse both teams' argumentative cases.
- Explain why they think their team won, without adding **non-derivative** new material.

Third Speeches/Replies/Opp Block

What is new material?

- For 3rd Speeches: Balancing Act

  - **Extreme 1:** Nothing that even sounds remotely new, makes 3rd speech obsolete

  - **Extreme 2:** Over-permissiveness, 3rd Opposition can win the debate without allowing Prop room to respond

  - **HAPPY MEDIUM:** New material can be introduced in the form of some lines of analysis, new examples, new ways of balancing/comparative. Has to be **derivative of previous material**. *Even then*, less time for the other side to respond = less engagement = bad strategic choice to bring so late.

- For Reply Speeches: **Significantly stricter**

  - *Even if* derivative of previous material, should be considered very late.

  - **Some leeway:** better late than never OR if Opp block is substantially new material, prop should have opportunity to note this for the judge.

PUNCHLINE: EPIPHANIES ARE GREAT, BUT YOU SHOULD HAVE THEM EARLIER

Agenda

Style

- Deals with **HOW** the content is presented.
- Not judging their command of English language
- Includes:
  - ✓ Body language, pace of speech, loud/silent
  - ✓ Choice of vocabulary (too technical or too lay?)
  - ✓ Eye contact or fixated on notes?
- How engaging and persuasive is the speaker?
- There are plenty of good styles.

Why is Style important in a debate?

1. Good style makes a speech:

   - *Easy to follow*
   - *Clear*
   - *Non-repetitive*
   - *Interesting*
   - *Persuasive*

2. There is no single "correct style".

3. A good style makes debaters be effective communicators: a speech is not just about presenting information, but also about getting the information through to the audience.

Style - Best Practices

- VISUAL STYLE -

Eye Contact: Makes the audience feel that the debater is speaking *to* them. Speakers should address the entire audience. When using notes, speakers should read *through* them, not read them out loud.

Gestures: when speaking everyone uses gesturing; however, excessive gesturing or repetitive movements could be distracting, so they should be avoided.

Use of props: this would include lecterns, microphones, desks, stopwatches, etc. Speakers should not repeatedly direct attention to them.

Stance: Speakers should face the audience and avoid turning their backs to it or speaking directly to their opponents in the debate. Their posture should reflect calm and confidence, so it's best to avoid moving around too much.

Style - Best Practices

- ORAL STYLE -

Accent: This element should not impact the score a speaker receives, neither positively nor negatively. However, a speaker should try to be as clear as possible during their speech.

Speed: Debaters should speak in a way that gives the audience enough time to understand and evaluate what's been said. Debaters can make emphasis on the most relevant things via speed variation.

Voice modulation: Varying the volume of their voice during a speech allows debaters to be clearer by putting emphasis over the content that is more relevant, same way as we all do when speaking.

Volume: This also depends on the context of the speech, as the two previous points, and debaters should apply variations to it. Best speakers adjust their volume and oral style based on the properties of the room they are speaking in (is it a small classroom with an echo or a large auditorium, etc.).

Style - Best Practices

- ORAL STYLE -

Distracting gestures: Tend to distract the listeners from the speech, so debaters should avoid them when possible.

Pauses: Used to add emphasis to a certain idea or point and are good transition makers.

Content

- Deals with **WHAT** is being presented.

- Evaluates the quality of content as if they were written down.

- Covers both arguments AND rebuttal.

- If an argument is weak / poorly developed, it is generally a content weakness

- NEVER step in to complete the analysis / argument for the other team

- Includes:

  Quality of analysis (missing logical links or nicely logically structured? → claim, explanation, example, conclusion)

  Quality of examples (broadly applicable or cherry-picked? generalised or personal anecdotes?)

→ Responses to Points of Information are included here as well

Content - Best Practices

Arguments

When the debaters talk about a consequence of the motion, do they actually explain **why** the consequence will happen or do they merely state it?

Examples

Do the debaters use **relevant** examples that make their arguments more persuasive or do they use irrelevant (or overly specific) examples?

Rebuttal

When rebutting their opponent, do they attack the **actual argument** the opponent made or do they misrepresent the argument to make it easier for themselves (strawman)? Do they use **logical steps of analysis** or do they simply claim that the argument is false?

Good Analysis

- **What is good analysis?**

  - **Rigorous Logic:** Links made, conclusion cleanly derives from assumptions

  - **Relevance:** Decided on by the teams, and what they make relevant to the debate

  - **Relative Importance:** Why is this argument important in the world/in the debate?

  - **Tracking Evolution:** Responding to responses, adding new illustrations/language

Good Analysis

Why does this matter?

○ A good judge never takes what teams *say they have proven* at face value; always check if they actually did so! Be wary of a team that brandishes claims.

○ Labels can be **misleading**.

○ Saying why something is **important** is not the same as **proving that it happens.**

○ Bad analysis that has not been rebutted still stands, but it is **STILL POOR CONTENT** and should be judged accordingly.

○ Bad rebuttal to a well-constructed point signifies engagement, but is **STILL POOR CONTENT** and should be judged accordingly.

Strategy

- Deals with **WHY** and **HOW** content is said

- It's the sum of choices that a team makes in order to win a debate.

- Includes:

  ✓ Interpretation and relevance of the motion

  ✓ Time allocation

  ✓ Structuring of the speech (prioritization)

  ✓ Consistency between arguments and speeches

  ✓ Points of Information

Why is Strategy important?

Reflects the decision that teams make on:

- what arguments to present

- when to present each argument

- how much time to allocate to each argument

- when to refute a topic or offer a POI

- how to answer to a POI from the opposing team (*whether they dodge it or address it; how well they address it is also a matter of Content*)

- how to define the motion

- whether or not to attack the definition, and to which extent

- how to present summaries at the end of the speeches

- when to use examples (to sustain their arguments)

- what examples to use in each case

Strategy - Best Practices

Issues

Whether the speaker **understood the issues** of the debate: the **crucial topics** of the debate have all been answered by the team, and that its members have not wasted time in dealing only with the details.

For example: a speaker who answers the critical issues with weak responses would not have a good level of Content but a good level of Strategy.

Good strategy helps teams present **consistent** arguments and refutation.

Organization

A well **structured** speech should:
- include a clear beginning, middle and end;
- contain signposts along the way to allow the audience to see where the speaker is going.

A well **timed** speech should:
- last no more than the allowed time limit;
- give an appropriate amount of time to the issues in the speech.

--- Points of Information ---

- Short, brief comments or questions addressing what the speaker is immediately saying

How many should be offered:

- Enough to demonstrate opposing team's speakers' engagement with the arguments made in the given speech.
- POIs should be offered in a way that doesn't obstruct the speaker from delivering the speech (i.e. no "barracking")

How many should be accepted:

- Ideally, 2 per speech
- Cumulative sum should be noted

Useful way to think of POI adjustment column:

- Everything that happens within the 8 minutes of a speech is marked within the 3 categories of Style, Content and Strategy.
- Everything that happens outside is marked within POI adjustment column (if necessary).
- Can grant or take away up to 2 further points

Agenda

Marking Criteria - Suggestion from CAP

Please note that debates should be judged HOLISTICALLY

- Content, Style and Strategy are the **criteria** used to assess scores to each speaker.

- These are all **connected**, since it's the combination of the three areas that determines how **persuasive** a speech is.

- Write down indicative scores in your notes **after each speech.** However…

- …never judge a debate as two clashing sums right after the round. Think **Holistically**

Marking Criteria

- **Style:** 40% (40 points) → *24 − 32 pts.*

- **Content:** 40% (40 points) → *24 − 32 pts.*

- **Strategy:** 20% (20 points) → 12 − *16 pts.*

- **SUM:** 100 points ⇒ *60-80 pts.*

➤ Marks for **reply speeches** are halved.

➤ **Points of Information** − a modifier of up to +/- 2.

  - Can not push the Total Score outside the 60-80 points range

➤ Half marks are the lowest fraction allowed.

➤ Average speech is **70** (28, 28, 14)

➤ *No low-point wins, no draws*

Marking Scores

- Fill out the heading of your ballot completely
  It needs to be complete for the purpose of tabbing

- Fill out your ballot before you start giving feedback

- Margins between teams
  0-2 pts – *very close debate*
  3-5 pts – *close but rather clear*
  5-10 pts – *one team clearly better, but not dominating*
  10-20 pts – *winning team dominated the debate*
  20+ pts – *winning team "shredded" the losing team*

Substantive Speeches (out of 100)

Standard	Overall (/100)	Style (/40)	Content (/40)	Strategy (/20)
Flawless	80	32	32	16
Excellent	76-79	31	31	15-16
Very Good	74-75	30	30	15
Good	71-73	29	29	14-15
Average	70	28	28	14
Below average	67-69	27	27	13-14
Weak	65-66	26	26	13
Very weak	61-64	25	25	12-13
Improvement Needed	60	24	24	12

Reply Speeches (out of 50)

Standard	Overall (/50)	Style (/20)	Content (/20)	Strategy (/10)
Flawless	40	16	16	8
Good to Excellent	36-39	15	15	7.5
Average	35	14	14	7
Weak to below average	31-34	13	13	6.5
Improvement Needed	30	12	12	6

Marking the Style of Speeches (from 24 to 32)

Mark	Standard
24 - 25.5	Speaker is mumbling or barely speaking. It can also mean that the speaker is so quiet (or loud) that it prevents any chance of hearing the arguments. This would also apply in cases where speaker uses excessive, undue profanity or is being excessively aggressive.
26 - 27	Speech pattern is choppy and/or there's overuse of verbal crutches (e.g. "uhm"). Speaker needs to be reminded to speak louder (or more softly). Speed of the speech is too fast paced to comprehend substance of the argument or too slow to retain the focus of the audience.
27.5 - 28.5	Speech has a natural speed to it with occasional unnatural breaks or pauses. Speed of the speech may be slightly above average speaking speed, but can be easily understood.
29 - 30	There is a natural flow to the speech. Words are chosen in a way so as to be most effective when explaining the argument while engaging the audience on an emotional level. Some minor flaws may be evident, but they do not interfere with the flow of the speech.
30.5 - 32	Speaker modulates their volume and speed in a way that adjusts to the debate room and accentuates certain parts of the speech. Speaker uses pauses to allow the audience to digest the argument without losing their attention or to emphasise a point.

Marking the Content of Speeches (from 24 to 32)

Mark	Standard
24 - 25,5	Speaker has used unsubstantiated claims, which were internally inconsistent or flat out contradicting each other. No use of evidence, examples or an explanation of any kind. Speaker ignored the existence of the opposing team or decided to switch sides midway through and agree with the other side.
26 - 27	Somewhat relevant arguments, which lack sufficient explanation. Instead of deeper analysis speaker would likely just rephrase the claim in a different way. Evidence presented is usually hypothetical, rather than real-world examples.
27,5 - 28,5	Arguments are mostly well explained, with some deficits in the logical chain. Evidence such as statistics or historical examples from the real world are present, but only occasionally. Weaknesses of opponent's arguments are exposed and analysed.
29 - 30	Central arguments are backed up by deep and compelling analysis, with regular use of very credible examples. Sophisticated responses to the central arguments of the opponents.
30,5 - 32	Amazingly well explained arguments supported with highly relevant and credible examples. Arguments were put into broader context of the motion and debate itself. Rebuttal of opponents' arguments resulted in only further strengthening speaker's own position.

Marking the Strategy of Speeches (from 12 to 16)

Mark	Standard
12	Speaker barely spoke (less than 4 minutes) or went significantly over time limit (more than 45 sec). Speech was an utterly chaotic stream of consciousness. Lack of structure is so severe, that it impacts audience's ability to comprehend the arguments. Arguments were barely relevant and there seems to be no attempt at role fulfilment.
13	Speaker left a chunk of the speaking time unused or went quite a bit over time. Audience had to focus intently to follow the structure of the speech, which made it harder to fully grasp the presented arguments. Arguments were mostly relevant, though simplistic or easy to challenge.
14	Speaker used up the entire time of the speech with individual points that were clear enough to follow easily (even if they weren't stated by the speaker themself). The points that were made were chosen so as to address the mainly relevant parts of the debate with some flaws.
15	Individual points were identified by speaker themself at the onset of the speech or before each point separately. Flow between various sections of the speech was mostly natural and most of the time was allocated to the more important arguments.
16	Role fulfilment is almost flawless, with all points identified clearly by the speaker and flow from one section to the other is effortless and easy to follow. Arguments address exclusively main issues in the round. Timing of arguments and rebuttal is carefully chosen to effect most damage.

Substantive Speeches (from 60 to 80)

Mark	Standard
60	Informally defined as "Speaker stood up, insulted your dearly beloved and sat down." It's unclear what this speech had to do with debate. Had the speaker not shown up, it wouldn't have made much difference. No structure, role fulfillment, no argumentation of any kind.
61 - 63	You still wish to alert the authorities. Very little of the speech made sense, but there were some glimmers of hope. Unclear, confusing.
64 - 66	Some argumentative claims with rudimentary explanation at best.
67 - 69	Generally relevant claims with some explanation, but having obvious gaps in logic and missing evidence. Speaker mostly holds audience's attention, but is rarely compelling.
70	No major shortfalls, nor any strong moments. Primarily relevant arguments with some explanation, but missing deeper analysis with only scarce examples. Speaker maintains audience's attention with clear structure and fulfils their role.

Substantive Speeches (out of 100)

Mark	Standard
71 - 72	Substantiated arguments address key issues, most of them with credible evidence, although avenues of attack are left open. A direct response to the opponent's' case is present, but it merely focuses on the weaknesses. Speech is relatively clear and persuasive.
73 - 76	On top of arguments with compelling analysis and evidence, the speaker clearly identified what are the principal values of the team's case and how various arguments connect to these values. Delivery is very clear and persuasive. Speaker engages completely with the most important issues.
77 - 79	Likely to be among the very best speeches of the tournament. Detailed analysis of brilliant arguments focusing on the most important issues in the round. Stylistically almost flawlessly executed, with wonderful use of pauses and voice modulation.
80	Plausibly one of the best debating speeches ever given in this format, which leaves you (and the opponents) virtually speechless. We reserve the right to alert the speaker and their family.

Agenda

Deliberation

- 5 minutes to come to a decision and fill out the ballot

- 5-10 minutes to discuss decision with panel

- You can't change your decision after discussion among the judges begins

Reason for Decision vs. Feedback

Reason for decision (chair judge):

- Usually given by the Chair Judge to the teams after the debate has ended

- Only mention what happened in the debate and how you weighed this.

- Don't mention other arguments they could have brought or other ways they could have refuted their opponents.

Feedback (all judges):

- Given by all judges to the teams after the debate: concrete tips on how to be better in the next debate.

How to deliver the Reason for Decision

- Keep it short - don't spend longer than 5-6 minutes giving your reason for decision.

- Address the key issues and explain why these were the key issues.

- Clearly explain what both sides contributed to these issues.

- Tell the teams how you weighed these different contributions and why that lead to which winner.

- If style and strategy were relevant to the determination of the result, mention them!

- Always announce who won **first**. Added suspense only distracts from careful listening to the RfD! Also makes for weird commentary (*one team* *winks* did X better)

How to deliver Feedback

- Be empathetic

- Be structured and specific

- Dedicate time equally

- This is an educational activity!

- Celebrate successes

- Be positive but constructive

- **You are less important than the speakers**

  - **DO NOT be arrogant, rude, or condescending**

Judge to Judge Feedback

- Procedural Notes:
    - **WE CONSIDER FEEDBACK MANDATORY**
    - A Google Form will be shared, venues have wifi
    - If this doesn't work/you do not have a device, come find us!
    - The scale will also be shared in electronic form
    - Paper copies *may* be available if the wifi doesn't work
    - Apply all your judging skills!
        - Be **specific**
        - Be **unbiased**
        - Be **punctual**
- Receiving feedback
    - We welcome adjudicators to ask the CAP for feedback. Please come see us :)

Notes on the break

- There is a judges break

  - The CAP will select judges to adjudicate the out round - the announced 'judges break'

- The judge break is:

  - Competitive - we will break judges to recognise strong performance at the tournament
  - Representative - we will try to break judges to ensure out rounds have a balance of representation

- Not all judges who break will be required to judge (e.g., we may break judges on merit who get 'pushed out' of rounds due to representation requirements, clashes, their nations progressing in other brackets etc.)

Thank you :)