All About

Judging

Speech & Debate

What is the role of a judge?

- As a judge, you will be assigned to one "room" of competitors at a time. Depending on the event, you could have between 2 and 12+ students in a room.
- Your job has three parts: ensure there is a fair space where students can compete without interruptions, watch and evaluate each student's performance, and write ballots with appropriate criticism so students can understand what they could improve.

What kinds of criticism can I give?

- To what degree did a student fulfill the requirements of the event (see following pages)
- What improvements the student can work on in terms of their general speaking skills?
- Compared to the other students in the room, what could this student do better in the future?

If you have questions during a tournament:

- Make sure that you have been given a link to the tournament live document, which is controlled by TAB (the people who run the tournament). All questions can be sent to TAB via the contact information provided.
- Your team coaches are also available to help!

Be conscious of bias and do not let biases affect your comments.

You are not allowed to comment on, (or allow to affect your score) anything regarding a students' appearance, race/ethnicity, disabilities, etc. It's important for you to focus solely on the students' performance. You are also expected to remain respectful to all students.

Created by V. Testa, 2026

A Beginner's Guide to Judging **Speech** Events

INFO, OO, DEC,
HI, DI, DUO, POI, OI
IMPROV, IMPROMPTU, EXTEMP

What to do first:

1. Enter the room and select a seat where you will be able to see students at the front. No students should sit behind you or where they'll be able to see your computer.
2. Most judges will have students write their tournament codes on the board.
3. Check the room to ensure that all students assigned to your round are in the room (see note about DE/DEWR below)
4. Ensure your computer is set up, and start the round when you're ready.

DE/DEWR

Some students are "double entered", meaning that they are competing in two events simultaneously.

DEWR (Double Entered– Will Return) means they are competing in their other event first and will return to your room once they are done over there. Do NOT penalize them for the delay.

DE (Double Entered) means a student is competing in this event first. It's ideal to let DE students perform first so they can leave after and go to their other event.

Timing and Hand Signals

- While students perform, it is your responsibility to time them (time constraints for each event can be found on the event's guide page).
- Most students will ask for some help in giving them signals about their time. The most common ones are:

 = 3 minutes left

 = 2 minutes left

 = 1 minute left

 = 30 seconds left

 = time over, and 30 second grace period has begin (do NOT interrupt or stop students)

If a student says they want a "3 down" for example, it means they want a 3 min, 2, min, 1 min, 30 sec, end warning, or "3 minutes down to 0". You can always ask students to clarify if you are unsure what they want.

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Rankings

One all students have competed, you will need to rank the students in the room.

Rank 1 means they were the best competitor in the room, and rankings go down from there. If there were 6 students in a round, the student ranked 6 was the "worst".

If a student exceeds the 30 second grade period (as in, they go more than 30 seconds OVER their alloted time for the event) they MUST NOT be ranked #1. They can, however, be ranked #2 or any other rank! **Rankings must be submitted ASAP after the round is over.**

Ballots and Comments

In addition to rankings, it is your job to write comments for all students, regardless of their rank, so they can continue to improve.

All of your comments must remain respectful and focused entirely on the student's presentation. While all students know to expect criticism, it's important that your criticism is delivered with care.

Examples of Positive Notes:

- Strong vocal variety kept the audience engaged.
- Excellent eye contact throughout the speech.
- Clear articulation made the presentation easy to follow.
- Effective use of pauses for emphasis.
- Natural gestures supported the message well.
- Your pacing allowed the audience to absorb important ideas.
- Great energy and presence in the room.
- You projected your voice effectively.
- Smooth, polished delivery.

Examples of Critical Notes:

- Try varying your vocal tone more to emphasize key points.
- Consider slowing down during important sections.
- Work on reducing filler words ("um," "like,").
- A stronger attention-getter could increase audience engagement.
- More audience-centered examples could strengthen impact.
- Additional evidence would strengthen this point.
- Consider developing your analysis further.

Created by V. Testa, 2026

DEC
Declamation

Event Description:

Declamation requires students to select a speech that was delivered in public and perform an excerpt of that speech to an audience. Speeches are up to 10 minutes in length. As a result, students typically shorten the text of the speech to meet time requirements. The event is not designed for students to mimic the original author of the speech. Instead, speakers are to develop an oration that delivers the message of the author in an original and engaging manner.

Time allotment:

10 minutes, with a 30 second grade period

What to Look For:

- Did the speaker clearly communicate the speech's central message?
- Did the speaker honor the original author's intent and purpose?
- Was the introduction effective in providing context for the speech?
- Did the speech flow naturally and remain easy to follow?
- Did the speaker use vocal variety effectively?
- Was the pacing appropriate and engaging?
- Did the speaker maintain strong eye contact with the audience?
- Did the speaker use gestures and movement purposefully, or were they distracting?
- Did the speaker demonstrate confidence and poise?
- Did the speaker convey emotion authentically and appropriately?
- Did the speaker create a strong connection with the audience?
- Did the delivery elevate the impact of the speech?
- Was the conclusion powerful and memorable?
- Did the speaker appear to fully understand the message and significance of the speech?
- Did the performance leave a lasting impression?
- Which speaker most effectively brought the original speech to life through engaging, authentic, and impactful delivery?

Created by V. Testa, 2026

INFO
Informative Speaking

Event Description:

Students will deliver a speech on a topic of their choosing. Students will rely on evidence, logic and optional visual aids in their presentation. The goal of this event is to inform and educate about the topic.

Time allotment:

10 minutes, with a 30 second grade period

What to Look For:

- Did the speaker successfully educate the audience about a significant topic while maintaining strong organization, research, and delivery?
- Did the presentation go beyond stating facts and back up their topic with research?
- Were their claims supported with credible evidence from reputable sources?
- Was their presentation organized?
- Did they clearly present their "point" or thesis, and then follow that thesis with well-developed evidence and logical transitions? Judges should be able to easily follow the speaker's ideas from beginning to end. Each main point should explore a specific aspect of the topic and contribute to the overall purpose of educating the audience.
- Does the speaker outline why this topic is relevant and important?
- How effectively did the speaker make the audience connect with the topic? Did they make the topic relevant and understandable?
- Delivery and speaking skills:
    - appropriate pacing in voice and body
    - eye contact and body gestures that are effective and not distracting
    - clear articulation of words
    - variety in their vocals
    - confidence and engagement of the audience
- Visual aids (if used/optional):
    - were the visual distracting or helpful in illustrating the student's points?
    - did the speaker use the visuals smoothly?
    - were the visuals easy to see and understand?

OO
Original Oratory

Event Description:

Students deliver a self-written speech on a topic of their choosing. Competitors craft an argument using evidence, logic, and emotional appeals. Topics range widely, and may be informative or persuasive in nature. The speech is delivered from memory.

Time allotment:

10 minutes, with a 30 second grade period

What to Look For:

- Did the speaker present a clear and meaningful message?
- Was the argument well-developed and supported with evidence?
- Did the speech offer a fresh or original perspective?
- Was the introduction engaging and attention-grabbing?
- Did the speech flow logically from point to point?
- Were all the “reasons” the speaker outlined actually relevant to their topic?
- Were transitions smooth and effective?
- Did the speaker use vocal variety effectively?
- Was the speaker's pacing appropriate and easy to follow?
- Did the speaker maintain strong eye contact with the audience?
- Did the speaker use gestures and movement purposefully, or were they distracting?
- Did the speaker demonstrate confidence and poise?
- Did the speaker connect with the audience emotionally and intellectually?
- Was the language powerful, memorable, and appropriate?
- Did the conclusion effectively reinforce the message?
- Did the speech leave a lasting impression?
- Which speaker delivered the most compelling, original, and well-executed message?

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DUO
Duo Interpretation

Event Description:

Two competitors team up to deliver a ten-minute performance of a published play or story. DUO competitors convey emotion and environment through a variety of performance techniques focusing on the relationships and interactions between the characters. No props or costumes are used. Performances may also include an introduction written by the students to contextualize the performance and state the title and author.

Time allotment:

10 minutes, with a 30 second grade period

What to Look For:

- Did both performers work together effectively as a team?
- Were the characters distinct and believable?
- Did the performers demonstrate strong chemistry and coordination?
- Were transitions between characters and scenes clear?
- Did vocal variety and characterization enhance the performance?
- Did the performers maintain consistent focus and energy?
- Was the story easy to follow?
- Did facial expressions and body language support the interpretation?
- Did the performers create emotional and/or comedic impact?
- Did the performance remain engaging from beginning to end?
- Which duo most effectively combined teamwork, characterization, and storytelling?

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HI
Humerous Interpretation

Event Description:

Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. HI is designed to test a student's comedic skills through script analysis, delivery, timing, and character development. Competitors may portray one or multiple characters. No props or costumes may be used. Performances can also include an introduction written by the student to contextualize the performance and state the title and author.

DI
Dramatic Interpretation

Event Description:

Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. With a spotlight on character development and depth, DI focuses on a student's ability to convey emotion through the use of a dramatic text. Competitors may portray one or multiple characters. No props or costumes may be used. Performances may also include an introduction written by the student to contextualize the performance and state the title and author.

Time allotment (both events): 10 minutes, with a 30 second grade period

What to Look For:

- Did the performer create distinct and memorable characters?
- Did the performer fully commit to the piece?
- Were character transitions clear and consistent?
- Did vocal variety enhance the performance?
- Did facial expressions and physicality support the presentation?
- Was the pacing appropriate?
- Did the performer keep the audience engaged and entertained?
- Did the interpretation demonstrate strong understanding of the text?
- Did the performance leave a lasting impression?
- For HI: Which performer most effectively entertained the audience through characterization, timing, and humor? Was the comedic timing effective?
- For DI: Which performer most effectively entertained the audience through characterization, timing, and humor?

Created by V. Testa, 2026

POI
Program Oral Interpretation

Event Description:

Using a combination of prose, poetry, and drama, students construct a program using at least two out of the three genres: prose, poetry, and drama (plays). With a spotlight on argumentation and performative range, POI focuses on a student's ability to combine multiple genres of literature centered around a single theme. Competitors are expected to portray multiple characters. No props or costumes may be used except for the binder/manuscript.

OI
Oral Interpretation

Event Description:

Students alternate performing a piece of prose or poetry (alternating between rounds). Students may use a binder for reference during their performance.

*At Newark CFL tournaments, students may NOT move around during their performance

Time allotment (both events): 10 minutes, with a 30 second grade period

What to Look For:

- Did the performer clearly communicate a central message or theme?
- Did the introduction effectively establish context and purpose?
- Was the performance easy to follow from beginning to end?
- Did the performer use vocal variety effectively?
- Was the pacing appropriate and engaging?
- Did the performer maintain strong audience connection?
- Did facial expressions, gestures, and movement enhance the performance, or were they distracting?
- Did the performer convey emotion authentically and appropriately?
- Did the performer demonstrate a strong understanding of the material?
- Did the delivery enhance the impact of the text(s)?
- Was the conclusion powerful and memorable?
- Did the performance leave a lasting impression?

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IPV/IMV
Improvisational Acting

Event Description:

Competitors will draw 3 topics and choose one to create a skit from. They will perform the skit as if they are an actor playing one or more characters. They may not use props during the performance portion.

Event Description:

Competitors will draw 3 topics and choose one to write a speech from. The speech is given without notes and uses an introduction, body, and conclusion. The speech can be lighthearted or serious. They may not use props or do outside research during their prep.

IMP
Impromptu Speaking

Time allotment:

7 minutes, split between prep & performance (student decides how to split)

Note: in addition to normal time signals, students may ask for verbal notice at specific intervals during their prep (example: please tell me when there are 30 seconds left in my prep)

What to Look For:

- Did the performer create a clear and engaging response to the prompt?
- Did the performance demonstrate creativity and originality?
- Was there a logical progression of ideas, actions, or story elements?
- Did the performer remain focused on the prompt throughout?
- Did the performer demonstrate confidence and poise?
- Did voice, facial expressions, and physicality enhance the performance?
- Were gestures and movement purposeful, or were they distracting?

For Improv: Did the performer establish believable characters and relationships?, Was the setting and situation clearly communicated? Which performer created the most creative, believable, and entertaining performance from the prompt provided?

For Impromptu: Was there a clear organizational structure (introduction, body, conclusion)? Did the speaker develop ideas with thoughtful examples, analysis, or reasoning? Which speaker delivered the most organized, insightful, and engaging response to the prompt?

Created by V. Testa, 2026

EXT
Extemporaneous Speaking

Event Description:

Extemporaneous Speaking, typically called Extemp, is a speech on current events with limited preparation time. A student's understanding of important political, economic, and cultural issues is assessed along with critical thinking and analytical skills. Students will prep for this event in a separate room, and then will report to the judge one by one to give their prepared 7 minute speech.

Time allotment:

Prep/Research: 30 minutes in a controlled room (separate from the judge)
Speech (in front of judge, one by one): 7 minutes

Note: it is normal for no students to be in your room at first. They will report to you one-by-one as they finish their prep.

What to Look For:

- Did the speaker clearly and directly answer the question?
- Was there a clear organizational structure (introduction, main points, conclusion)?
- Did the speaker develop their argument with relevant evidence and examples?
- Did the speaker demonstrate strong knowledge of the topic?
- Were facts, examples, and current events used effectively?
- Did the speaker explain the significance of the evidence rather than simply listing facts?
- Did the analysis demonstrate critical thinking and insight?
- Was the argument logical and easy to follow?
- Were transitions smooth and effective?
- Did the speaker maintain confidence and poise throughout?
- Did the speaker use vocal variety effectively?
- Was the pacing appropriate and engaging?
- Did eye contact, gestures, and movement enhance the presentation, or were they distracting?
- Did the speaker adapt complex information for a general audience?
- Was the conclusion clear, memorable, and responsive to the question?
- Did the speech leave the audience better informed about the issue?
- Did the speaker provide sufficient evidence to support their claims?
- Which speaker provided the clearest, best-supported, and most insightful answer to the question while delivering it in an engaging and polished manner?

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A Beginner's Guide to Judging

Congress

CONG

Event Description:

This event is essentially an individual debate in a large group setting. Debaters will research and write pieces of Congressional legistlation that they believe will better our society. At a tournament, debaters will then speak on the legislation. Judges will score each competitor based on argumentation ability, speaking technique, following of appropriate procedure, and overall participation in the session.

Event Rules

A session is defined as including:

- 12–16 in room (known as chamber)
- Election of a presiding officer (student)
- Setting of expectations and precedents
- Debate of legislation
- **Debate organization:**
  - Sponsor Speech 3 min
  - Question Sponsor: 4 blocks; 30 seconds each (each block is a different questioner, unless someone else does not stand up)
  - Neg speech 3 min
  - Question Neg: 4 blocks; 30 seconds each
  - All subsequent speeches– 3 min each
  - All subsequent questioning– 2 blocks; 30 seconds each

Room Rank vs Speaker Points

- **POINTS:** Award each speaker between one and six points, with one reserved for the poorest of speeches and six for outstanding speeches. Reserve scores of "2" for students who show little effort, and "1" for students who make egregious errors (speaking on the wrong side, a speech that's a mockery/not serious, or engaging in personal attacks of other students).
- **POINTS FOR PRESIDING OFFICERS:** Score him/her 3–18 points (6 points per hour), the same way you would a speaker. The presiding officer score should be based on how effectively the presiding officer ran the chamber.
- **RANK**: additionally, you will want to rank all students in the room from 1 (best) to X (worst/ x= the total number of students in the room)

Created by V. Testa, 2026

CONG Congressional Debate

CONGRESS LINGO AND BASICS

1

Legislation: A specific, written proposal ("bill" or "resolution") made by a member or committee for assembly to debate.

2

Bill: A type of legislation that describes the details of how a policy would be enacted, if voted into law by the assembly.

3

Resolution: An expression of conviction, or value belief of an assembly, which may urge, request or suggest further action by another decision-making authority.

4

Constitutional Amendment: A resolution to add a specific provision to the United States Constitution, requiring 2/3 vote of the chamber to pass.

BASIC FORMAT:

Time Limits – applies to each new legislation	
Sponsor Speech	3 Minutes
Questioning of Sponsor	2 Minutes
First Negative Speech	3 Minutes
Questioning of First Negative	2 Minutes
All subsequent speeches	3 Minutes/each
Questioning of all subsequent speakers	1 Minute/each

- The event has a simple format, with a time limit that depends on the tournament
- The event starts out by having the rules of the agenda be set. This determines a method by which bills will be debated and for which order, which is referred to as the docket. These are ideas such as economics
- That commonly happens with a nominated docket at the tournament (decided by the students)
- The sponsor speech FOR a proposed bill will start, and will be 3 minutes with a 2 minute questioning after
- Then, the negative will do the same with the same cross questioning
- After this, there will be a pattern of continued 3 minute speeches with 1 minute cross questioning for each legislation until a verdict is decided, when presiding officer will ask for "Yays" and "Nays"
- Presiding officers have special privilege. They often do not speak, but rather keep the conversation flowing and have the ability to call recesses. **REMEMBER, YOU MUST RANK THE P.O. IN YOUR ROUND!**

Created by V. Testa, 2026

Congressional Debate Judging Instructions

This is individual debate in a large group setting.Debaterswrite andresearch legislationtheyfeelwillbetteroursociety. At tournaments, debaters speak extemporaneouslyin favoror againsteach billorresolutionusingproperparliamentary procedure. Judges evaluate contestants forquality ofresearch andanalysis ofissues,argumentation,skillinasking and answering questions, use of parliamentary procedure, andclarity ofdelivery.

Evaluation

Time Limits – applies to each new legislation	
Sponsor Speech	3 Minutes
Questioning of Sponsor	2 Minutes
First Negative Speech	3 Minutes
Questioning of First Negative	2 Minutes
All subsequent speeches	3 Minutes/each
Questioning of all subsequent speakers	1 Minute/each

1. When scoring a speaker, offer constructive comments about the speech. If there is questioning involved, the quality of answers by the speaker should factor into the overall speech score. Award each speech between one and six points. You evaluate the quality of arguments, not whether you agree or disagree. Reserve scores of "2" for students who show little effort, and "1" for students who make serious errors (speaking on the wrong side, a speech that's a mockery/not serious, or engaging in personal attacks of other students). See rubric for more guidance, as well as the sample form.
2. Each judge also should complete an evaluation of the presiding officer (PO), awarding 2-6 points per hour, based on how effectively the presiding officer ran the chamber. See rubric for more guidance, as well as the sample form.
3. **NOTE**: At the National Forensic League **district qualifying tournament**, speakers and POs earn up 2-8 points, and at the **National Tournament**, they earn up 3-9 points. ***Excepting those two tournaments,* the scale is up to 6 points.** When the session ends, judges independently (without consulting one another) rank best legislators on a master ballot:
4.
    a. Ranking should take into account students' overall impact during the session. In addition to speaking or presiding effectively, did s/he encourage the legislative problem-solving process in a collaborative manner by asking meaningful questions, useful motions, and showing attentive interest throughout the debate? Could you tell which students actually listened by making specific and accurate references to others' arguments?
    b. Ranking the presiding officer (PO) amidst speakers is like comparing apples and oranges. Therefore, consider the overall performance of the PO. Did s/he effectively facilitate debate in an assertive but not aggressive manner? Were motions and votes handled efficiently? Did s/he rely on a number of unnecessary "crutch phrases," or did s/he speak briefly, but effectively? Considering the PO's overall performance, how would it compare to a speaker's performance based on your expectations? Let that be your determining factor in how you might rank the PO among speakers.
    c. Quality is more important than quantity. Rank best legislators even if they didn't give the most speeches.
    d. A student must have spoken or presided to be ranked.
5. Stay in the background as much as possible. Although congress participants may appeal the decision of the student presiding officer to judges, these cases are rare. Allow students to retain control except for serious violations.

Ethics and Evidence Rules *Judges should take adherence to these rules into account when ranking.*

Conduct

- A congressperson shall act with integrity and he/she should never be guilty of intentional harassment. Impeaching/censuring other participants is not allowed.
- Participation in this event demands the seriousness of purpose and maturity possessed by real world policymakers. All adult officials, including scorers, will hold each participant to this standard.
- Congresspersons should have a cooperative nature and if there is a problem, then the student should take any concerns to an adult official.
- Participation in debate is essential. Extended absence from the chamber during a session will affect a contestant's overall impression and performance. The practice of "open chambers" interferes with the parliamentarian's ability to monitor student participation.

Evidence and Use of Electronic Devices

- Computers may be used to retrieve evidence per the League's rules for laptops in debate events.
- Visual aids are permitted in Congressional Debate, provided they do not require electronic retrieval devices in the chamber.

A Beginner's Guide to Judging

Debate

LD, PF, Parli

Selecting a Winner

Determine a winner and loser:

- Decide which side best supported its position and answered the opposing side's arguments. Debate rounds require one winner and one loser.
- **State the reason for why you chose the side**
- Be specific! Don't just say "you won because you were better".

Avoid Bias

If they are debating a controversial topic such as healthcare or gun control, decide who wins based off of the round and not your opinion As a judge, you should be as fair as possible. Endorsing bias is unfair to both the winner and their opponent. Be open minded!

Judge Responsibilities:

- Confirm names and sides
- Maintain the structure of the round (see individual event pages)
- **Keep time for individual speeches**
- Track arguments, evidence, rebuttals, and responses throughout the round.
- Evaluate the debate fairly and impartially.
- Determine a winner and loser.
- **Provide constructive feedback.**
- Assign speaker points.
- Maintain a respectful and inclusive environment.

Speaker Points

- Evaluate individual speaking skills, organization, persuasiveness, use of evidence, clash, and professionalism.
- Basically, how well does the debater speak, (fluidity, eye contact, manners, articulated)
- Rate on a scale of 25–30, (can Also do Half Points Ex: 27.5)

Points at a glance:

- 25– poorly done, curse words, disrespectful, poor speaking, etc.
- 26– below average
- 27– average
- 28– above average
- 29– very good
- 30– best I've seen today

Created by V. Testa, 2026

LD

Lincoln Douglas Debate

Event Description:

Debaters debate on their own, the round is typically started with a coin flip and the winner chooses aff/neg (side). You should vote for the student who you think has made the more compelling argument.

Structural Components:

Speech	Time Limit	Responsibility of Debater
Affirmative Constructive	6 min	Present the affirmative case
Negative Cross-Examination	3 min	Negative asks questions of the affirmative
Negative Constructive/ Negative Rebuttal	7 min	Present the negative case and refute the affirmative case
Affirmative Cross-Examination	3 min	Affirmative asks questions of the negative
First Affirmative Rebuttal	4 min	Refute the negative case and rebuild the affirmative case
2nd Negative Rebuttal	6 min	Refute the affirmative case, rebuild the negative case, and offer reasons that negative should win the round, commonly referred to as voting issues.
2nd Affirmative Rebuttal	3 min	Address negative voting issues and offer crystallization for why the affirmative should win.

Important Tips & Tricks:

- This form of debate is one vs. one. **Make sure you confirm the debaters codes/sides before you submit the ballot.**
- You can decide the winner first, THEN go back and enter comments – we need to know the winners ASAP!
- The topic for LD changes every two months – you may hear the same arguments used, and that's okay!
- This form of debate is based in philosophy and argumentation. Typically students will tell you what they "value" in the round – be it "the most good for the most people," "economic growth," or something else!

Created by V. Testa, 2026

PF
Public Forum Debate

Event Description:

Debaters (2/team) on the AFF/Pro team convince the judge that a motion should be implemented, and the NEG/Con argues against. Sometimes the sides are "locked" and sometimes they are determined by a coin flip.

Structural Components:

Speech	Time Limit	Responsibility of Debater
Team A Speaker 1 - Constructive	4 min	Present the team's case
Team B Speaker 1 - Constructive	4 min	Present the team's case
Crossfire	3 min	Speaker 1 from Team A & B alternate asking and answering questions
Team A Speaker 2 - Rebuttal	4 min	Refute the opposing side's arguments
Team B Speaker 2 - Rebuttal	4 min	Refute the opposing side's arguments
Crossfire	3 min	Speaker 2 from Team A & B alternate asking and answering questions
Team A Speaker 1 - Summary	3 min	Begin crystallizing the main issues in the round
Team B Speaker 1 - Summary	3 min	Begin crystallizing the main issues in the round
Grand Crossfire	3 min	All four debaters involved in a crossfire at once
Team A Speaker 2 - Final Focus	2 min	Explain reasons that you win the round
Team B Speaker 2 - Final Focus	2 min	Explain reasons that you win the round

Important Tips & Tricks:

- This form of debate is two vs. two. **Make sure you confirm the debaters codes/sides before you submit the ballot.**
- It is NOT allowed to have a "maverick" or one debater vs two debaters. The sides must always be two vs. two!
- You can decide the winner first, THEN go back and enter comments – we need to know the winners ASAP!
- The topic for PF changes every month (after December) – you may hear the same arguments used, and that's okay!
- This form of debate is based in politics, current affairs/events, and argumentation.
- Don't forget to time the speeches AND prep time! You are the official timekeeper in the round, and must keep them 'honest.'

Created by V. Testa, 2026

Parli
Parlimentary Debate

Event Description:

A 2v2 style non-prep debate with one team taking the Government/PRO side and one team taking the Opposition/NEG side. Topics usually range from current events, politics, philosophy, economics, and contemporary social issues. Topic changes by round.

Structural Components:

- Participants
  - Prime Minister (PM)
  - Member of Government (MG)
  - Leader of the Opposition (LO)
  - Member of the Opposition (MO)
- Round Structure
  - 15 Minute Preparation Period
  - Prime Minister Constructive (PMC): 7 Minutes
  - Leader of the Opposition Constructive (LOC): 8 Minutes
  - Member of Government Constructive (MGC): 8 Minutes
  - Member of Opposition Constructive (MOC): 8 Minutes
  - Leader of Opposition Rebuttal (LOR): 4 Minutes
  - Prime Minister Rebuttal (PMR): 5 Minutes

Important Tips & Tricks:

- This form of debate is two vs. two. **Make sure you confirm the debaters codes/sides before you submit the ballot.**
- It is NOT allowed to have a "maverick" or one debater vs two debaters. The sides must always be two vs. two!
- You can decide the winner first, THEN go back and enter comments – we need to know the winners ASAP!
- The topic for Parli changes every round!
- Students are typically NOT allowed to have any technology in the room. ALL prep must be done BEFORE the round. Students who break this rule must be reported to TAB staff.
- Often, the PF and Parli pools use the same judges!

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