

Biomedical Debate

New for 2019 – 2020

Competitors will not be required to show event guidelines at ILC. Time remaining announcements have been added to the test. The event rubric has been updated to a new format. Scholarship information has been added to the guidelines.

- Purpose** To provide HOSA members with an opportunity to research the pros and cons of a biomedical issue, and showcase those skills in a debate-like format.
- Description** This event will consist of a Round One written test and a Round Two debate round. The topic for both rounds will be announced annually. Teams of 3-4 members will participate in the Round One written test. Written test will measure knowledge and understanding at the recall, application or analysis levels. Higher-order thinking skills will be incorporated as appropriate. The test score from Round One will be used to qualify the team for Round Two, and will be used as part of the final score. The teams with the highest average score from the test will qualify for a single debate in Round Two. The debate round is a values debate, thus the topic is value-laden.
- Event Note*** *The purpose of the event is to use debate as a platform for exploring the pros and cons of a biomedical issue. HOSA strives to support classroom learning. There are many debatable topics in a Health Science or Biomedical Science classroom that can be addressed using a method of research, evaluation, discussion, critical thinking, and verbal expression. When a HOSA member participates in Biomedical Debate, the member is learning important skills for success as a future health professional. The actual event is a showcase for demonstrating what has been learned about a critical issue. Please see the Competitive Events FAQ page for more information on this topic.*
- Dress Code** Competitors shall wear the HOSA uniform or proper business attire. Bonus points will be awarded for [proper dress](#). All team members must be properly dressed to receive bonus points.
- Rules and Procedures**
1. Competitors in this event must be active members of HOSA-Future Health Professionals, in good standing in the division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
 2. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
 3. The annual debate topic will be selected each summer and will be announced in HOSA publications.

2019 – 2020 Topic: Mandatory Vaccines Will Eradicate Global Disease

4. Each team will consist of 3-4 team members.
5. [Round One Test Instructions:](#) Each team will be evaluated in Round One by a fifty (50) item multiple choice written test. Competitors will be given sixty (60) minutes to complete the test. The more competitors know about the debate topic, the better prepared they will be to answer the questions on the test.
 - A. All competitors shall report to the site of the event orientation at the time designated. The Round One test will immediately follow the orientation. **No proxies will be**

allowed for the orientation. At ILC, [photo ID](#) must be presented prior to competing in each round. Competitors should leave the testing site promptly after submitting all testing materials and evaluations.

- B. The test will be developed to measure broad concepts connected to the debate topic as described in a variety of Internet resources.
- C. The team test score average from Round One will be used to qualify the team for the Round Two debate. The team test score average will then be added to the debate score to determine final results.
- D. Competitors are encouraged to learn as much as they can about the annual topic. All test questions will be developed from the following references:
 - [National Vaccine Information Center](#)
 - [Center for Disease Control: Vaccines & Immunizations](#)
 - [History of Vaccines](#)
 - [Harvard University](#)
 - [Vaccines Pro Con](#)
 - [HRSA](#)
 - [World Health Organization](#)
 - [Vaccine Safety Training from WHO](#)
 - [Immunize.org](#)
 - [Smithsonian Magazine](#)
 - [The Vaccine Reaction](#)
 - [Vaccines. Gov](#)
 - [Hospital News](#)
 - [Health Impact News](#)
 - [Johnson and Johnson](#)
 - [National Center for Biotechnology Information](#)
 - [American Academy of Pediatrics](#)
 - [Healthy Children](#)

NOTE: *States/regions may use a different process for testing, to include but not limited to pre-conference testing, online testing, and testing at a computer. Check with your Area/Region/State for the process you will be using.*

- 6. **TIME REMAINING ANNOUNCEMENTS:** There will be a verbal announcement when there are 60 minutes, 30 minutes, 15 minutes, 5 minutes, and 1 minute remaining to complete the test.
- 7. The top scoring teams from Round One will be randomly paired for Round Two. Debate round pairings and position (either the affirmative or negative) are based on random selection.
 - A. Debate pairings will be posted at a designated time and place.
 - B. This event requires a paired match-up. If a team is more than 5 minutes late to their round two appointed time, the team forfeits their right to compete and an alternate team will be invited to compete in accordance with the [GRRs](#).
 - C. Two (2) alternate teams will be posted with the list of round two finalists. In the event that one of the original teams does not show up for competition (per rule #7B), the alternate team(s) will be contacted. Alternate teams will have 10 minutes after being notified to arrive at the event site for competition. All competitors will fill out a "contact card" at the event orientation with their names and cell phone numbers so they may be contacted if they are an alternate.

ROUND TWO – DEBATE ROUND

8. Debate teams will draw for the affirmative or negative immediately before entering the competition room. Teams will have two (2) minutes to prepare outside the competition room. At least three (3) team members must speak in the debate.
9. Teams will be permitted to bring prepared materials (Containers/folders with notes, printed pages, books and bound materials) to the presentation area in *hard copy only*.
10. Props will NOT be allowed.
11. The following specific pattern will be followed during the debate:
 - A. **Affirmative Constructive Speech** (4 minutes). The speaker for the affirmative presents their arguments.
 - B. **Negative Cross-Examination** (2 minutes). The speaker(s) for the negative questions the affirmative speaker on the points they made in their constructive speech.
 - C. **Negative Constructive Speech** (4 minutes). The speaker for the negative presents their arguments.
 - D. **Affirmative Cross-Examination** (2 minutes). The speaker(s) for the affirmative questions the negative speaker on the points they made in their constructive speech.
 - E. **Affirmative Rebuttal** (3 minutes). The affirmative speaker rebuts the points made by the negative speaker.
 - F. **Negative Rebuttal** (4 minutes). The negative speaker rebuts the points made by the affirmative speaker.
 - G. **Final Affirmative Rebuttal** (1 minute). Any team member may make the final affirmative rebuttal.

** The full time noted above will be provided. If a team chooses not to use any or all of the time allowed, the opposing team shall still have the full amount of time that would have passed. However, the team whose turn it is may choose to begin their segment of the debate when ready, and the timekeeper will give them the amount of time listed above. (A team does not receive extra time for starting early.)*

*** There will not be a time warning given during the constructive speeches, cross examinations, or rebuttals. It is the responsibility of the competitor to manage their time when speaking.*

12. During the constructive speeches and rebuttals, the speaker will stand at the podium. During the cross-examination, the team member(s) asking the questions will stand at their table and the speaker whose constructive speech is being cross-examined will remain at the podium. Interruption of the speaker by the questioner during the cross-examination IS allowed.
13. One speaker is permitted during the constructive speeches and one speaker is permitted during the rebuttals. Multiple speakers are permitted during cross-examination.
14. The Section Leader serves as the facilitator for the debate. He/she introduces the teams to the judges, announces each part of the debate, and helps to keep the event flowing according to the guidelines.
15. A timekeeper will keep time for each part of the debate and will call time at the end of the maximum amount of time allowed. Speakers must immediately stop speaking when time is called.
16. Thirty (30) seconds will be allowed between each part of the debate to allow teams to discuss strategy and for judges to rate the prior performance. After the thirty (30) seconds, the Section Leader will be responsible for calling the next speaker to the

podium and announcing each part of the debate to the judges as an introduction. The timekeeper will begin time when the speaker is at the podium and the speaker has been announced.

17. Teams are permitted to discuss and write notes during all parts of the debate, however, table decorum will be evaluated on the rating sheet with the intent that teams will conduct themselves in a professional manner without distracting the other team. Paper is allowed for note taking.
18. Judges will have two (2) minutes to complete the rating sheets when the debate has ended. In addition to rating each part of the debate, each judge will determine his or her "winner" of the debate based on the total presentation, evidence and persuasiveness, and will award that team 10 points on the rating sheet.
19. In case of a tie, the highest averaged test score will be used to determine the rank.
20. In the event of an odd number of teams in a division, the lowest scoring team from the Round One test may not advance to the debate round.
 - A. If there are only 3 teams, each team will debate the other two for a total of 3 debates. The scores from the two debates will be combined to determine final placing.
 - B. Other options may be considered to allow a fair event experience.
21. HOSA offers numerous scholarships every year to its members interested in pursuing a variety of health careers. As you consider participating in this competitive event, please keep in mind there may be a HOSA Scholarship offered that fits your interests! For more information on the HOSA Scholarship program, please visit <http://www.hosa.org/scholarships>.

Competitors Must Provide

- Prepared topic materials (per rule #8) for the presentation round in hard copy only
- Watch with second hand (optional-Round Two only)
- Paper or index cards, to use for note taking by team members (optional)
- #2 lead pencils with eraser
- [Photo ID](#)

FOR SPECIFICS ON EVENT MANAGEMENT SEE [MANAGING COMPETITIVE EVENTS](#)

Required Personnel

- One Event Manager
- One Judge Manager (JM) to provide quality assurance by ensuring that the guidelines for the event are followed and all event documents are complete.
- One Section Leader per section
- Two-three judges per section
- One-two event assistants per section
- One timekeeper per section
- Holding room attendant(s) as applicable

Facilities, Equipment and Materials (Per Section)

Round One: Written Test (Reference: All resources)

- Testing room with tables/chairs for the number of registered competitors (see [HOSA Room Set](#))
- List of competitors for check-in
- One pre-numbered test per competitor

- Scantron/answer forms- one copy per competitor
- Evaluation forms - competitor and event personnel
- #2 lead pencils with eraser to complete evaluations (event personnel)
- Contact cards to be filled out by teams during Orientation

Round Two: Debate Round

- For the debate presentation set-up, there will be two tables with chairs in the front of the room, one assigned to the affirmative and one to the negative. A speaker's podium will be positioned between the two tables and will face the judges. (see [HOSA Room Set](#))
- List of competitors for check-in
- Stopwatch(s) and/or timer (For event personnel)
- Cards for drawing affirmative or negative
- Affirmative/Negative signs for team tables
- Copy of event topic for judges
- Rating sheets – one affirmative and one negative per judge per team
- Evaluation Forms – competitor, judge, and personnel
- #2 lead pencils (judges & evaluations)
- Biomedical Debate script (one per judge)
- Copy of guidelines for judges
- Hand sanitizer (alcohol based handrub)

Sample Round One Questions (Based on a previous topic)

1. Pain causes stress and when combined with the inflammation process, it can produce:
 - A. weight loss.
 - B. weight gain.
 - C. ulcers.
 - D. acne.

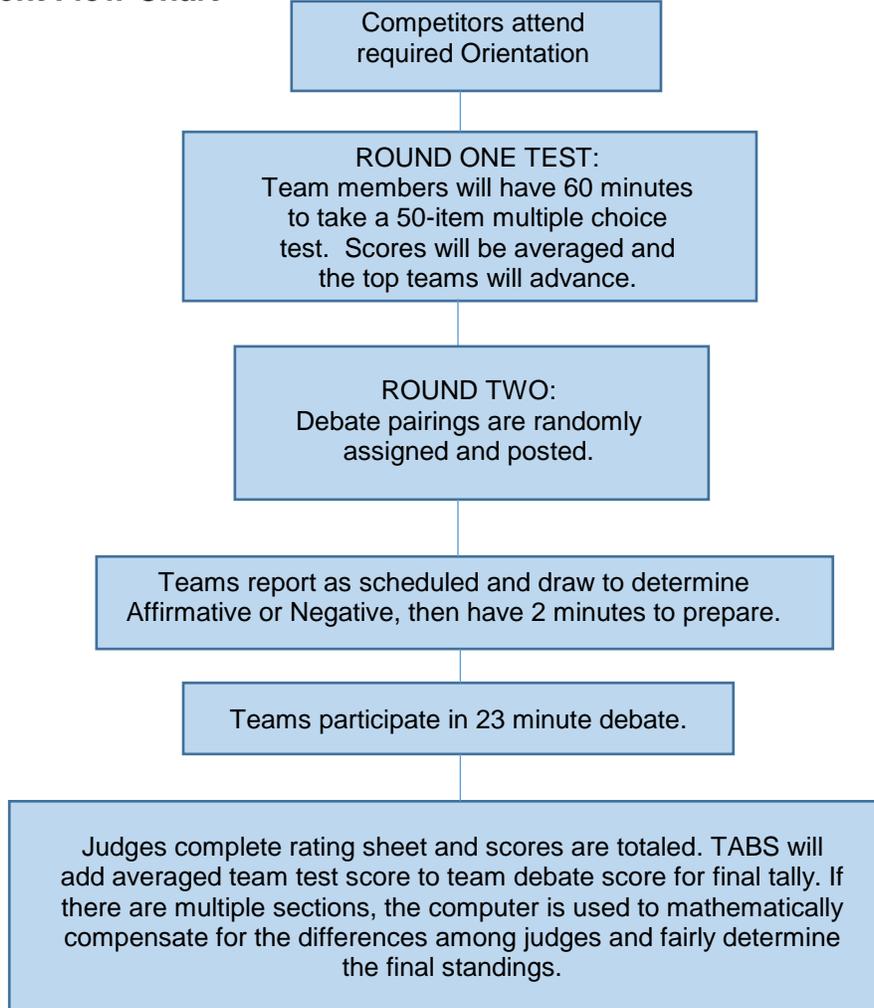
2. The most common opioid side effects include all of the following EXCEPT _____.
 - A. loss of consciousness
 - B. nausea
 - C. vomiting
 - D. mild sedation

3. Experts recommend that patients suffering from chronic back and arthritis pain should try what first?
 - A. opioids
 - B. exercise
 - C. aspirin
 - D. nutritional supplements

Speaker Flow Chart

Segment	Affirmative	Location	Conversation	Negative	Location
1. Affirmative Constructive Speech	One speaker	At the podium	⇒		
2. Negative Cross-Examination	Same speaker	Remains at podium	⇔	One or more speakers	At their table
3. Negative Constructive Speech			⇐	One speaker	At the podium
4. Affirmative Cross-Examination	One or more speakers	At their table	⇔	Same speaker	Remains at the podium
5. Affirmative Rebuttal	One speaker	At the podium	⇒		
6. Negative Rebuttal			⇐	One speaker	At the podium
7. Final Affirmative Rebuttal	One speaker	At the podium	⇒		

Event Flow Chart



BIOMEDICAL DEBATE SCRIPT - Section Leader addresses judges:	Timer
<i>Debate teams will draw for the affirmative or negative and then be provided with two minutes to prepare outside the competition room.</i>	2-Min
"This debate is between team #_____ in the Affirmative and team #_____ in the Negative. Team #_____ will begin with the <u>Affirmative Constructive Speech</u>. You will have four minutes."	4-Min
<i>[At the end of four minutes time, stand and call TIME. All speaking must end. Allow thirty seconds for transition. At the end of thirty seconds, announce.....]</i>	30-sec
"Team #_____ will begin the <u>Negative Cross-Examination</u>. You will have two minutes."	2-Min
<i>[At the end of two minutes time, stand and call TIME. All speaking must end. Allow thirty seconds for transition. At the end of thirty seconds, announce.....]</i>	30-sec
"Team #_____ will begin the <u>Negative Constructive Speech</u>. You will have four minutes."	4-Min
<i>[At the end of four minutes time, stand and call TIME. All speaking must end. Allow thirty seconds for transition. At the end of thirty seconds, announce.....]</i>	30-sec
"Team #_____ will begin the <u>Affirmative Cross-Examination</u>. You will have two minutes."	2-Min
<i>[At the end of two minutes time, stand and call TIME. All speaking must end. Allow thirty seconds for transition. At the end of thirty seconds, announce.....]</i>	30-sec
"Team #_____ will begin the <u>Affirmative Rebuttal</u>. You will have three minutes."	3-Min
<i>[At the end of 3 minutes time, stand and call TIME. All speaking must end. Allow thirty seconds for transition. At the end of thirty seconds, announce.....]</i>	30-sec
"Team #_____ will begin the <u>Negative Rebuttal</u>. You will have four minutes."	4-Min
<i>[At the end of 4 minutes time, stand and call TIME. All speaking must end. Allow thirty seconds for transition. At the end of thirty seconds, announce.....]</i>	30-sec
"Team #_____ will begin the <u>Final Affirmative Rebuttal</u>. You will have one minute."	1-Min
<i>[At the end of 1 minute time, stand and call TIME. All speaking must end. Thank both teams and escort them out of the room.]</i>	Total 25-min
<i>Judges now have 2 minutes to complete the rating sheet, before the next team arrives.</i>	

**BIOMEDICAL DEBATE
ROUND TWO – AFFIRMATIVE RATING SHEET**

Section # _____
Team # _____

Judge's Signature _____
Division: SS ____ PS ____

1. Affirmative Constructive Speech						
	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
a. Arguments & Evidence (Persuasiveness)	The arguments & evidence clearly expresses the team's viewpoint in a highly persuasive manner.	The arguments & evidence mostly expresses the team's viewpoint and provides responses that are persuasive.	The arguments & evidence somewhat express the team's viewpoint and provides moderately persuasive responses.	The arguments & evidence are slightly persuasive.	The arguments are not persuasive or there is not an argument presented	
b. Flow & Logic of speech	The content of the speech flows smoothly, is thoughtfully constructed and makes logical sense.	The content of the speech flows smoothly and makes sense.	The speech flows moderately smoothly and makes sense most of the time.	The speech has an inconsistent flow and makes sense some of the time.	The speech does not flow or make logical sense.	
	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
c. Relevance of arguments	All arguments were accurate, relevant and strong. Was able to defend position.	Majority of arguments were accurate, relevant and strong. Was able to defend position.	Some of the arguments were accurate, relevant and strong. Was somewhat able to defend position.	Arguments were not accurate and/or relevant. Was unable to defend position.	No arguments were made. Unable to defend position.	
2. Response to Negative Cross-Exam						
	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 3 points	JUDGE SCORE
a. Quality of responses	All counter-arguments were accurate, relevant and strong. Was able to accurately defend position.	Majority of counter-arguments were accurate, relevant and strong. Was able to defend position.	Some of the counter-arguments were accurate, relevant and strong. Was somewhat able to defend position.	Counter-arguments were not accurate and/or relevant. Was unable to defend position.	No counter-arguments were made. Unable to defend position.	
Negative Constructive Speech -----						
3. Affirmative Cross-Examination						
	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
a. Quality of questions	All counterarguments were accurate, relevant and strong. Was able to accurately defend position.	Majority of counterarguments were accurate, relevant and strong. Was able to defend position.	Some of the counterarguments were accurate, relevant and strong. Was somewhat able to defend position.	Counterarguments were not accurate and/or relevant. Was unable to defend position.	No counterarguments were made. Unable to defend position.	

4. Affirmative Rebuttal						
	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
a. Evidence and effectiveness	The affirmative rebuttal was clear and highlighted the point of view with confidence.	The affirmative rebuttal was effective.	The evidence used in the affirmative rebuttal was mediocre.	Not enough evidence was used in the affirmative rebuttal.	No evidence was provided in the affirmative rebuttal.	
	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
b. Clarification of argument	The affirmative rebuttal was clear and significantly strengthened the affirmative point of view	N/A	The affirmative rebuttal reiterated the position but did not add anything to the argument.	N/A	No affirmative rebuttal was provided.	
c. Relevance of rebuttal	Rebuttal was articulately stated and offered strong relevant, researched data to support the argument.	The rebuttal offered good research and supported the argument.	The rebuttal offered mediocre researched data to support the argument.	Little relevancy was offered in the rebuttal. More data/supporting information needed to support the point.	No rebuttal was offered or the rebuttal was not relevant to the topic.	
Negative Rebuttal -----						
5. Final Affirmative Rebuttal						
	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
a. Evidence and effectiveness	The final affirmative rebuttal was clear and highlighted the point of view with confidence.	The final affirmative rebuttal was effective	The evidence used in the final affirmative rebuttal was mediocre.	Not enough evidence was used in the final affirmative rebuttal.	No evidence was provided in the final affirmative rebuttal.	
Overall Debate Qualities						
	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
6. Decorum, professional behavior toward other team	All statements and responses were respectful and appropriate. Decorum was professional toward the other team.	N/A	Most statements and responses were respectful. Seldom interrupted or talked over other team members.	N/A	Decorum was not professional. Statements and responses were consistently not respectful. Interrupted or talked over other team members.	
7. Voice Pitch, tempo, volume, quality	Each speaker's voice was loud enough to hear. The speakers varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each speaker spoke loudly and clearly enough to be understood. The speakers varied rate OR volume to enhance the speech. Pauses were attempted.	Each speaker could be heard most of the time. The speakers attempted to use some variety in vocal quality, but not always successfully.	Most of the speaker's voices were low. Judges have difficulty hearing the presentation.	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	

	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
8. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The speakers maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of the speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	
9. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
10. Team Participation	Excellent example of shared collaboration. Each team member spoke and carried equal parts of the debate.	N/A	The team worked together relatively well. Some team members spoke more than others.	N/A	One team member dominated the debate.	
	Excellent 10 points				Poor 0 points	JUDGE SCORE
11. Debate Winner	10 points awarded to the winner of the debate.	N/A	N/A	N/A	0 points awarded to the losing debate team	
Total Points (110):						

BIOMEDICAL DEBATE
ROUND TWO – **NEGATIVE** RATING SHEET

Section # _____
Team # _____

Judge's Signature _____
Division: SS ____ PS ____

Affirmative Constructive Speech -----						
1. Negative Cross-Examination						
	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
a. Quality of questions	All counterarguments were accurate, relevant and strong. Was able to accurately defend position.	Majority of counterarguments were accurate, relevant and strong. Was able to defend position.	Some of the counterarguments were accurate, relevant and strong. Was somewhat able to defend position.	Counterarguments were not accurate and/or relevant. Was unable to defend position.	No counterarguments were made. Unable to defend position.	
2. Negative Constructive Speech						
	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
a. Arguments & Evidence (Persuasiveness)	The arguments & evidence clearly expresses the team's viewpoint in a highly persuasive manner.	The arguments & evidence mostly expresses the team's viewpoint and provides responses that are persuasive.	The arguments & evidence somewhat express the team's viewpoint and provides moderately persuasive responses.	The arguments & evidence are slightly persuasive.	The arguments are not persuasive or there is not an argument presented	
b. Flow & Logic of speech	The content of the speech flows smoothly, is thoughtfully constructed and makes logical sense.	The content of the speech flows smoothly and makes sense.	The speech flows moderately smoothly and make sense most of the time.	The speech has an inconsistent flow and makes sense some of the time.	The speech does not flow or make logical sense.	
	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 point	JUDGE SCORE
c. Relevance of arguments	All arguments were accurate, relevant and strong. Was able to defend position.	Majority of arguments were accurate, relevant and strong. Was able to defend position.	Some of the arguments were accurate, relevant and strong. Was somewhat able to defend position.	Arguments were not accurate and/or relevant. Was unable to defend position.	No arguments were made. Unable to defend position.	
3. Response to Affirmative Cross-Exam						
	Excellent 15 points	Good 12 points	Average 9 points	Fair 6 points	Poor 3 points	JUDGE SCORE
a. Quality of responses	All counter-arguments were accurate, relevant and strong. Was able to accurately defend position.	Majority of counter-arguments were accurate, relevant and strong. Was able to defend position.	Some of the counter-arguments were accurate, relevant and strong. Was somewhat able to defend position.	Counter-arguments were not accurate and/or relevant. Was unable to defend position.	No counter-arguments were made. Unable to defend position.	

Affirmative Rebuttal -----						
4. Negative Rebuttal						
	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
a. Evidence and effectiveness	The negative rebuttal was clear and highlighted the point of view with confidence.	The negative rebuttal was effective	The evidence used in the negative rebuttal was mediocre.	Not enough evidence was used in the negative rebuttal.	No evidence was provided in the negative rebuttal.	
b. Clarification of argument	The negative rebuttal was clear and significantly strengthened the affirmative point of view	N/A	The negative rebuttal reiterated the position but did not add anything to the argument.	N/A	No negative rebuttal was provided.	
c. Relevance of rebuttal	Rebuttal was articulately stated and offered strong relevant, researched data to support the argument.	The rebuttal offered good research and supported the argument.	The rebuttal offered mediocre researched data to support the argument.	Little relevancy was offered in the rebuttal. More data/supporting information needed to support the point.	No rebuttal was offered or the rebuttal was not relevant to the topic.	
Final Affirmative Rebuttal -----						
Overall Debate Qualities						
	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
5. Decorum, professional behavior toward other team	All statements and responses were respectful and appropriate. Decorum was professional toward the other team.	N/A	Most statements and responses were respectful. Seldom interrupted or talked over other team members.	N/A	Decorum was not professional. Statements and responses were consistently not respectful. Interrupted or talked over other team members.	
6. Voice Pitch, tempo, volume, quality	Each speaker's voice was loud enough to hear. The speakers varied rate & volume to enhance the speech. Appropriate pausing was employed.	Each speaker spoke loudly and clearly enough to be understood. The speakers varied rate OR volume to enhance the speech. Pauses were attempted.	Each speaker could be heard most of the time. The speakers attempted to use some variety in vocal quality, but not always successfully.	Most of the speaker's voices were low. Judges have difficulty hearing the presentation.	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	
7. Stage Presence Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The speakers maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	Most of the speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	

	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 1 points	JUDGE SCORE
8. Diction*, Pronunciation** and Grammar	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
9. Team Participation	Excellent example of shared collaboration. Each team member spoke and carried equal parts of the debate.	N/A	The team worked together relatively well. Some team members spoke more than others.	N/A	One team member dominated the debate.	
	Excellent 10 points				Poor 0 points	JUDGE SCORE
0 Debate Winner	10 points awarded to the winner of the debate.	N/A	N/A	N/A	0 points awarded to the losing debate team	
Total Points (110):						