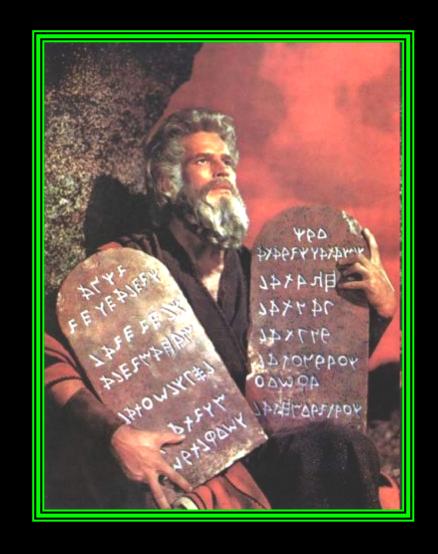
The Ballot As a Learning Tool in Policy Debate

Rich Edwards

Ballots Are More Permanent Than You Think

- 1. Some coaches save ballots forever
- 2. Some tournaments are scanning & posting ballots online



Purposes of the Debate Ballot

- Provide a reason for decision
- 2. Promote judge adaptation
- 3. Instruction for debaters
- 4. Reinforcement of things done well
- 5. Communication with the coaches

CROSS-EXAMINATION DEBATE BALLOT Beisch, B																		
University Interscholastic League																		
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Affirmative: New	ton ER					Negat	ive: C)skaloo	ea BT									
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Example of Reason for Decision

The significant clash(es) / Issue(s) used as the basis for my decision were:

Federalism Disadvantage — This wins the round for the negative. The impact of the disadvantage is never really questioned by the affirmative, and the impact is huge; ethinic cleansing and warfare around the world unless the American model of federalism is maintained. The affirmative tries to defeat the disadvantage by questioning the links, but the negative has good evidence indicating that child care is primarily a state and local function and that the states are now doing a good jobs of experimenting linnovating in this area. There is also good evidence showing that a uniform federal mandate would effectively and state showing that a uniform federal mandate would effectively and state

Promote Judge Adaptation

Rich, I like your organization and fine management, especially in the rebuttal. But you are trying to speed up when you read evidence and the exidence becomes incomprehensible as a result. Also, be careful of rudeness in CX - Karen was trying to answer your question on the topicality argument, but you kept cutting her off.

Provide Suggestions for Improvement

Steve, good job in the rebuttal of Enswering the topicality argument. You just Reed more evidence on the federalism disadvantage

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Steve, good job in the rebuttal of znswering the topicality argument. you just need more evidence on the federalism disadvantage

Provide Reinforcement

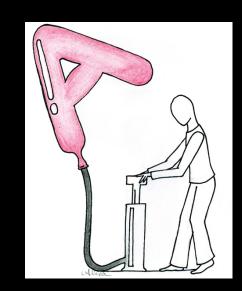
Kevern-you stood your ground in CX during the topicality exchange. You also did an outstanding job of guestioning in the 1st CX period. You set up the federalism disadvantage very nicely with your grestions.

Letting the Coach Know What Went Well & Not As Well

Anny - Great job of extending the disadvantage impact in the final rebuttall and showing why it out we ighed the case impact. you really didn't leave any thing to chance in the DNR. I liked the fact that you spoke clearly and emphasized the Key phrases in your exidence.

What Do Points Mean?

- 1. Point inflation is a reality, but it's not the end of the world; points are relative.
- 2. The speaker point reality:



- 30 = You should be top speaker
- 29 = You should be one of the top 10 speakers at this tournament
- 28 = You might be one of the top 10 speakers at this tournament
- 27 = A speaker award for you is unlikely, but you did OK
- 26 = Not only is it unlikely you will get a speaker award, but I'm going to make sure you don't get one
- <25 = You were rude or borderline unethical in something that you did and I'm determined to get your attention!!

What About Those Boxes?

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2	3	4	5		2	3	4	5		Evidence
2	3	4	5		2	3	4	5		Analysis
2	3	4	5		2	3	4	- 5		Refutation
2	3	4	5		2	3	4	5		Oral Style
2	3	4	5		2	3	4	5		Speed of Delivery
PONTE	20 (4-30)	RA.	MAKES (1	10-4)	PORTEG	30 to 30	'	UANCE	(1 16-4)	

- 1. My advice: Decide the points you want to give first, then work backwards to mark the boxes accordingly (they aren't used at state anymore)
- 2. If, for example you give a 28, ask what area or areas in which the student most needs to improve and circle appropriately.
- 3. The total of the numbers circled should equal the number of points given.

Ballot Mistakes

- 1. No decision
- 2. No points/ranks
- 3. Confused room sides with ballot sides
- 4. Unmarked low point win
- 5. No reason for decision

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Final Advice

- 1. Fill in the general comments section during prep time
- 2. Wait to fill out the Reason for Decision section until the end
- 3. If you gave low points, help the debaters/coaches know why
- 4. Make no rude/crude comments on the ballot (no profanity, no sexual innuendo): The standard should be as follows: If the losing team gets upset and sends a copy of this ballot to my principal, would I be able to defend myself.

