



**NCFCFA**

CHRISTIAN SPEECH & DEBATE

**DEBATE GUIDE**

**2022**



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# Debate Guide Overview

Competitors must adhere to all of the following for debate events:

<b>NCFCA Mission Statement</b>	NCFCA’s Mission Statement expresses the purpose that should drive all NCFCA activity.
<b>League Handbook</b>	The League Handbook covers the overarching policies and rules for participation in NCFCA tournaments.
<b>Competition Material Policy</b>	The Competition Material Policy sets the standard for material used in both speech and debate competition.
<b>Ethics Statement</b>	The Ethics Statement is every competitor’s commitment to compete with Christ-like integrity.
<b>General Debate Rules</b>	The General Debate Rules apply to all three debate styles—Lincoln-Douglas Value, Team Policy, and Moot Court.
<b>Style-Specific Rules</b>	These are found in Style-Specific Rules: Lincoln-Douglas Value and Team Policy and in Style-Specific Rules: Moot Court.

## Other Resources

Competitors are also encouraged to make use of the following resources:

- The ballots judges will use to evaluate competition rounds, the Speaker Point Guide for Lincoln-Douglas Value and Team Policy, and the Moot Court Scoring Guide
- The Comprehensive Guide to NCFCA Policy Debate or The Comprehensive Guide to Value Debate
- Sample cases and briefs, and suggested readings and white papers about the resolutions available in the NCFCA Resource Library
- Training and coaching available throughout the season in the form of webinars, special events, and local clubs

## Questions

- Competitors, families, and coaches with questions regarding debate rules in preparation for competition season should contact the Debate Committee at [DebateCommittee@NCFCA.org](mailto:DebateCommittee@NCFCA.org).
- Questions regarding potential rule violations during a tournament should be submitted to Tournament Administration immediately following the debate round.



## Debate Styles

The NCFCA debate program is designed to challenge young people to communicate truth with integrity and grace. Each style offers unique educational opportunities that promote organizational skills, logical argumentation, respectful refutation, and effective delivery.

### Lincoln-Douglas Value Debate

One debater affirms the resolution while another opposes or negates it, demonstrating a clash of competing but morally defensible values. This style of debate simulates the famous debates between Abraham Lincoln and Stephen Douglas.

#### 2022 Resolution

In the context of innovation, the proactionary principle ought to be valued above the precautionary principle.

### Team Policy Debate

A team of two debaters proposes a specific plan to accomplish the goal stated in the resolution while another team of two debaters opposes the plan and/or the resolution. This form of debate simulates argumentation in a legislative body.

#### 2022 Resolution

The United States Federal Government should significantly reform its policies regarding convicted prisoners under federal jurisdiction.

### Moot Court

A team of two debaters presents legal arguments to appeal the decision in a fictional court case while an opposing team of two students responds with legal arguments to defend the fictional decision. This form of debate is designed to simulate oral argument before an appellate court.

#### 2022 Moot Court Problem

The Moot Court Problem will be published in the NCFCA Resource Library this fall.



# NCFCA Mission Statement

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To challenge and equip ambassadors for Christ to communicate truth with integrity and grace

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## Competition Material Policy

Competition material in both speech and debate should conform to the NCFCA mission and uphold each competitor's witness for Christ. Great care and sensitivity should be given as sources and content for use in competition are considered and presented.

- While we live in a world that is often messy and broken, as Christian communicators, we value messages of redeeming truth. We have both the privilege and responsibility to discover, meditate upon, and communicate whatever is true, honorable, just, pure, lovely, commendable, excellent, and praiseworthy in all areas of life (Philippians 4:8). This does not mean that every source or presentation needs to have an overtly Christian theme, but all dark themes must provide a redemptive element.
- Any speech or debate content which contains potentially intense or sensitive themes or examples must be preceded by this disclaimer: "This speech (or debate content) contains potentially intense or sensitive material."
- Any speech or debate content which advocates a position counter to the Foundational Beliefs of the league will not be allowed in competition. (Please see the League Handbook for information on the Foundational Beliefs.)
- Vulgarity is never acceptable. Vulgarity includes explicit or implied language or gestures which are inappropriate, obscene, or profane.

## Ethics Statement

Competitors will be required to affirm the NCFCA Ethics Statement during the online check-in process for each tournament.

*As an NCFCA competitor, I am committed to the highest standards of academic integrity and ethical behavior in all areas of competitive forensics. I will comply with all tournament policies and rules whether competing in person or online. I understand that through my participation in NCFCA, I serve as a witness of Christ and will seek to reflect this in both word and deed at all times.*



## I. General Debate Rules

### A. All Tournament Formats

1. Debaters must be present and ready to begin promptly or risk forfeiture of the round. Forfeiture is determined by Tournament Administration.
  - a. In online tournaments, competitors experiencing technical difficulties that cannot be resolved within a total of 15 minutes risk forfeiture of the round.
2. Debate is primarily a verbal activity. Exhibits or visual aids are not permitted.
3. An observer may not attempt to influence the outcome of a round in any way.

### Electronic Devices

4. Debaters may not use electronic devices to research or to request, send, or receive information during the debate round with the exception of evidence exchange and communication between partners during online tournaments as permitted by the rules.
5. Electronic devices may be used for notetaking.

### B. Online Tournaments

1. Internet access and a device with a microphone and a webcam are required. The camera and microphone may be integrated or external.
2. A single, stationary camera must be used (i.e., no zooming or panning is permitted).
3. Green screens, virtual backgrounds, or on-screen text may not be used.
4. Competitors may choose to stand or sit at a desk or table while presenting.
5. A minimum of the competitor's head and shoulders must be visible whenever the competitor is on camera.
6. Other individuals may be present during a round but may not be visible on screen.
7. Debaters should keep their cameras on at all times except when experiencing significant technical difficulties.
8. Judges may use discretion to extend any portions of the round for a maximum of fifteen minutes in the case of technical difficulties only. Tournament Administration should be notified of any extended delays and will make decisions regarding the round.
9. Partners may share a device and/or camera in Team Policy or Moot Court. In Team Policy, debaters sharing a device are not excluded from the requirement to promptly provide evidence requested by the opposing team.
10. Within the competition room, Team Policy and Moot Court partners may access the private chat function when neither partner is presenting.



## II. Style-Specific Rules: Lincoln-Douglas Value and Team Policy

### A. Delivery and Conduct

1. Delivery should be civil and comprehensible. Conversational-style debate is valued.
2. Argumentation should be supported with what a general listener would consider logical reasoning. Analysis, explanation, and appeals to common sense are considered acceptable strategies.
3. Debaters should each introduce themselves once all participants are present.
4. Only the Affirmative speaker for Lincoln-Douglas Value or 1st Affirmative speaker for Team Policy may briefly ask a general question about judging background or philosophy prior to beginning the AC/1AC. Asking specific questions about debate theory, asking multiple questions, or engaging in conversation with the judge about the debate round is not permitted.
5. Debaters may not interact with the opposing team while a speaker is presenting except for evidence exchange initiated by the speaker.
6. Debaters may not discuss evidence or the round with the judge(s) outside of the round.

### B. Evidence and Citations

1. Use of evidence adds validity to the debater's arguments in both styles of debate. Evidence consists of facts, documentation, or testimony of others whether directly quoted or summarized.

#### Preparing and Delivering Evidence Citations

2. Evidence presented in the round must have been researched, cut, and formatted prior to the round. For in-person tournaments, evidence must be printed and physically present in the debate room.
3. Evidence presented in the round must be properly cited. Sample citation formatting is available in Appendix A.
4. Evidence must contain a full citation including source and date.
  - a. The source includes all of the following items that are available: website name, URL, article title, author, title of publication, publisher, volume number, issue number, page number. Sources for evidence must be verifiable via public means.
  - b. The date includes all of the following items that are available: date first published, date updated, date accessed.
5. Sources for evidence presented in the round must be verbally mentioned in the delivery of the speech.



6. Common knowledge that is known to most people does not need to be cited in any way.

## Use of Evidence

7. Evidence must be presented in a manner consistent with its use and context in the original source material. If evidence presented verbally includes strikeouts, then the complete and easily readable form of that evidence should also be available for examination, if requested.
8. Distorting evidence is prohibited. Distorting evidence is representing evidence in a way that alters the author's meaning and includes, but is not limited to:
  - a. Using only a portion of the entire quote in such a way that it is no longer consistent with the author's position throughout the entire article without making that clear to the listener.
  - b. Changing words within the quote. This includes changing words like "might" to "will" or "could" to "is."
  - c. Summarizing a quote but presenting it as a direct quote from the author.
9. Fabricating evidence is prohibited and includes, but is not limited to:
  - d. Asserting as fact information that cannot be found in a published source.
  - e. Manufacturing articles, quotes, or dates.

## Availability of Evidence

10. Debaters may request evidence presented in the round from the opposing team, but only during their own speech, cross-examination time, or prep time.
  - a. Requests must be made verbally for both in-person and online tournaments. The chat function available during online competition may not be used to initiate requests for evidence.
  - b. A copy of the evidence, in context, must be promptly provided.
    - i. At in-person tournaments, a printed copy must be provided.
    - ii. In online tournaments, the Online Evidence Exchange Rules must be followed.
11. A judge may request to review one or more specific pieces of evidence presented in the round for clarification or accuracy by contacting Tournament Administration at the end of the round.

## Online Evidence Exchange Rules

12. Evidence with complete citations must be exchanged within the competition room via an evidence exchange chat and/or a file upload function.
  - a. Providing links to evidence sources is not permitted except as part of the evidence citation. Accessing links to evidence sources is not permitted during the round.
  - b. The evidence exchange chat may be used to:
    - i. Copy and paste evidence.





- ii. Share links to evidence stored in cloud-based files (e.g., Google Docs). The document owner must ensure that document permissions are set for open access.
- iii. Confirm receipt of evidence requested verbally.
- c. File upload may be used to upload documents.
  - i. The recommended file types are .pdf or .jpg. Other acceptable formats include .doc, .docx, or .png.
  - ii. Debaters are responsible to ensure that they can download and open all of these file types on their device.
- d. Evidence exchange functions are visible only to the debaters and Tournament Administration.

## C. Timekeeping and Speaking Order

1. Speakers must provide their own timepieces.
  - a. The timepiece must count down and have an audible alarm.
  - b. Electronic devices, such as phones, may be used for timekeeping, provided that competitors adhere to all other rules and limitations regarding the use of electronic devices.
2. Speakers who are presenting will time their own speeches.
3. The speaker asking questions will time cross-examination.
4. Speakers must adhere to prescribed speaking times and may not turn off the alarm and continue speaking.
5. Teams will track their own prep time and must report their remaining prep time to the judge(s) and opposing team at the conclusion of each prep time.
6. The following speaking order, assigned speakers, and times must be observed.

### Lincoln-Douglas Value Speaking Order and Times

Speech	Speaker(s)	Time	
<b>AC</b>	Affirmative Constructive	Affirmative Speaker	6 min.
<b>CX</b>	Cross-Examination	Negative Speaker asks questions	3 min.
<b>NC</b>	Negative Constructive	Negative Speaker	7 min.
<b>CX</b>	Cross-Examination	Affirmative Speaker asks questions	3 min.
<b>1AR</b>	1st Affirmative Rebuttal	Affirmative Speaker	4 min.
<b>NR</b>	Negative Rebuttal	Negative Speaker	6 min.
<b>2AR</b>	2nd Affirmative Rebuttal	Affirmative Speaker	3 min.



## Team Policy Speaking Order and Times

Speech		Speaker(s)	Time
<b>1AC</b>	1st Affirmative Constructive	1st Affirmative Speaker	8 min.
<b>CX</b>	Cross-Examination	2nd Negative Speaker asks questions	3 min.
<b>1NC</b>	1st Negative Constructive	1st Negative Speaker	8 min.
<b>CX</b>	Cross-Examination	1st Affirmative Speaker asks questions	3 min.
<b>2AC</b>	2nd Affirmative Constructive	2nd Affirmative Speaker	8 min.
<b>CX</b>	Cross-Examination	1st Negative Speaker asks questions	3 min.
<b>2NC</b>	2nd Negative Constructive	2nd Negative Speaker	8 min.
<b>CX</b>	Cross-Examination	2nd Affirmative Speaker asks questions	3 min.
<b>1NR</b>	1st Negative Rebuttal	1st Negative Speaker	5 min.
<b>1AR</b>	1st Affirmative Rebuttal	1st Affirmative Speaker	5 min.
<b>2NR</b>	2nd Negative Rebuttal	2nd Negative Speaker	5 min.
<b>2AR</b>	2nd Affirmative Rebuttal	2nd Affirmative Speaker	5 min.

- Up to three minutes of preparation time for Lincoln-Douglas Value and up to five minutes of preparation time for Team Policy may be used by each team throughout the round prior to their constructive and rebuttal speeches. Prep time may not be used immediately before cross-examination.
- Switching the speaking order between partners (in-and-out speaking) is not permitted during a Team Policy Debate round.
- Speakers will each participate in their assigned cross-examination roles, both asking and answering questions.
- Tag Teaming is not permitted. Debaters should rely upon their own reasoning while speaking in the round. In Team Policy Debate, communicating with one's partner in any way while the partner is presenting is not allowed.



### III. Style-Specific Rules: Moot Court

1. Delivery should be formal, exhibiting the utmost professionalism and respect toward the justice(s) presiding in the round.
2. Speakers must begin each oral argument and specific responses with the appropriate verbiage from the Moot Court Script.
3. Each speaker will represent only one of the two legal issues per round with the exception of the speaker giving the rebuttal who will respond to both issues.
4. The content presented in the round is restricted to a “closed universe” that is limited to material contained or referenced within the Moot Court packet and the United States Constitution.
5. Speakers must provide their own timepieces.
  - a. The timepiece must count down and have an audible alarm.
  - b. Electronic devices, such as phones, may be used for timekeeping, provided that competitors adhere to all other rules and limitations regarding the use of electronic devices.
6. Speakers who are presenting will time their own speeches.
7. Prescribed speaking order and time limits should be strictly observed, but the Chief Justice may allow limited extensions of time to permit a speaker to briefly answer a question or conclude a thought. Each side has a total of 20 minutes to speak.

Moot Court Speeches	Time
Petitioner 1	Up to 10 minutes, as reserved
Petitioner 2	Up to 10 minutes, as reserved
Respondent 1	10 minutes
Respondent 2	10 minutes
Rebuttal from either Petitioner 1 or 2	Up to 4 minutes, as reserved

- a. The petitioner must reserve between 1 and 4 minutes for rebuttal (in whole minute increments) before the round. The remaining time is then divided evenly between the two speakers. Once the rebuttal time has been reserved it may not be changed in the round.
  - b. The respondent must divide the 20-minute speaking time evenly between the two speakers.
8. The first minute of each speech except the rebuttal is protected from interruption.
  9. After the first minute, justices may interrupt a competitor to ask questions.
  10. The rebuttal is not protected, and justices may interrupt at any time.



# Appendix A: Summary of Rule Changes for 2022

The following summary highlights key changes in debate rules for the 2022 season. Competitors must adhere to all rules; therefore, this summary should not be considered a substitute for careful study of the 2022 Debate Guide.

Category	Notable Changes
<b>Rules Documents</b>	<ul style="list-style-type: none"><li>All debate rules are consolidated in the Debate Guide 2022.</li></ul>
<b>Competition Material Policy</b>	<ul style="list-style-type: none"><li>Any debate content which contains potentially intense or sensitive themes or examples must be preceded by this disclaimer: "This debate content contains potentially intense or sensitive material."</li></ul>
<b>In-Person and Online</b>	<ul style="list-style-type: none"><li>Clarification is provided regarding the use of electronic devices for timekeeping and notetaking.</li><li>Rules and limitations about asking for judge background and philosophy have been updated. Only the Affirmative speaker (LD) or 1st Affirmative speaker (TP) may briefly ask a general question regarding judges' backgrounds or judging philosophies.</li></ul>
<b>Online Only</b>	<ul style="list-style-type: none"><li>Clarification is provided regarding protocols for requesting evidence from the opposing team.</li><li>Rules regarding evidence exchange permit copying and pasting evidence, uploading documents, or sharing links to evidence stored in cloud-based files such as Google docs; however, the document owner must ensure permissions are set for open access.</li><li>Providing links to evidence sources is not permitted except as part of the evidence citation. Accessing links to evidence sources is not permitted during the round.</li><li>Clarification is provided regarding protocols related to competitor arrival, technical difficulties, and camera usage.</li></ul>

## Minor Changes

Updates to clarify wording, improve organization, and adapt protocols for both in-person and online competition are not mentioned in this summary.

## 2021 Debate Rules

For reference and comparison, the [2021 Lincoln-Douglas Value, Team Policy, and Moot Court Debate Rules](#) are available in the Resource Library on the NCFCA website.



# Appendix B: Evidence Citation Guidelines

Evidence is a critical part of both Lincoln-Douglas Value and Team Policy Debate. Because debate rounds take place within a fixed time frame with no immediate access to verify the information presented, it is imperative that competitors exhibit the highest degree of academic integrity by citing essential source information verbally, by reading quotations verbatim, by differentiating the words of the author from the rhetoric of the speaker, and by having evidence with full citations readily available for inspection by the opposing team or judge(s). The sample formats below serve as models, not mandates, for source citations.

## Example 1: Website Citation

**Tag Line:**  
Set apart in bold font and identifies key content.

**Full Citation:**  
Set apart in reduced font and includes available information.

**Verbal Citation:**  
Set apart in larger font and underlined; includes the source (required), publication name, and date (encouraged, but not required).

**Direct Quotation:**  
Indented and set apart in quotation marks.  
Words that will be read into the round are indicated by bold font, and words that will not be read aloud are included in smaller font.

**The Four Pillars of Current EU Immigration Policy**

Marion Schmid-Drüner, "Immigration Policy" from *Fact Sheets on the European Union*, European Parliament website, published December 2019, Accessed online June 12, 2020, <https://www.europarl.europa.eu/factsheets/en/sheet/152/immigration-policy>

This evidence comes from the "Immigration Policy" fact sheet from the Fact Sheets on the European Union, European Parliament website, published in December 2019.

**"The 'Global Approach to Migration and Mobility' (GAMM) adopted by the Commission in 2011 establishes a general framework for the EU's relations with third countries in the field of migration. It is based on four pillars: regular immigration and mobility, irregular immigration and trafficking in human beings, international protection and asylum policy, and maximising the impact of migration and mobility on development. The human rights of migrants are a cross-cutting issue in the context of this approach."**



## Example 2: Journal Article Citation

### Tag Line:

Set apart in bold font and identifies key content.

**Democracy requires candidates to give up privacy.**

### Full Citation:

Set apart in reduced font and includes available information.

Robert Streiffer, Alan P. Rubel & Julie R. Fagan, “Medical Privacy and the Public’s Right to Vote: What Presidential Candidates Should Disclose,” *Journal of Medicine and Philosophy*, 2006, Volume 31, No. 4, pp. 417-439, DOI: [10.1080/0360531060086082](https://doi.org/10.1080/0360531060086082). Accessed online June 2020, <https://www.tandfonline.com/doi/full/10.1080/03605310600860825>

### Verbal Citation:

Set apart in larger font and bolded; includes the source (required), author credentials, publication name, and date (encouraged, but not required).

**According to a 2006 article written by three professors from the University of Wisconsin, published in the *Journal of Medicine and Philosophy*...**

### Direct Quotation:

Indented and set apart in quotation marks.  
Words that will be read into the round are indicated by underlined font, and words that will not be read aloud are included in smaller font.

“Our purpose in this article is to make it clear that candidates are morally required to waive their right to medical privacy concerning a very specific set of medical conditions. Although others have asserted a moral duty to disclose (See, e.g., Annas, 2000), the literature contains very little discussion of the basis for that requirement. We argue that it is based on the same deep democratic principle that supports the public’s right to vote, namely, that those who govern do so only with the consent of the governed. Concerns about the medical privacy of candidates must be

## Example 3: No Author or Publication Date

### Tag Line:

Set apart in bold font and identifies key content.

**The Energy Department plays an important role in scientific innovation.**

### Full Citation:

Set apart in reduced font and includes available information.

Energy Department Website, Accessed online June 12, 2020, <https://www.energy.gov/science-innovation>

### Verbal Citation:

Set apart in larger font and underlined; includes the source (required) and date accessed (encouraged, but not required).

**According to the Energy Department Website accessed June 12, 2020...**

### Direct Quotation:

Indented and set apart in quotation marks.  
Words that will be read into the round are indicated by underlined font.

“As a science agency, the Energy Department plays an important role in the innovation economy. The Department catalyzes the transformative growth of basic and applied scientific research, the discovery and development of new clean energy technologies and prioritizes scientific innovation as a cornerstone of US economic prosperity.”



## Example 4: Visual Source Information

**Tag Line:**

Set apart in bold font and identifies key content.

**Full Citation:**

Set apart in reduced font and includes available information.

**Verbal Citation:**

Set apart and underlined; includes the source (required), and publication date (encouraged, but not required), and indicates the information comes from a graphic.

**Summary of Visual Source Information:**

Set apart in brackets (rather than quotation marks) after a note to signify that the words to follow convey a summary, not a quotation.

**Graph/Chart/Visual:**

Complete graphic with legends and/or captions.

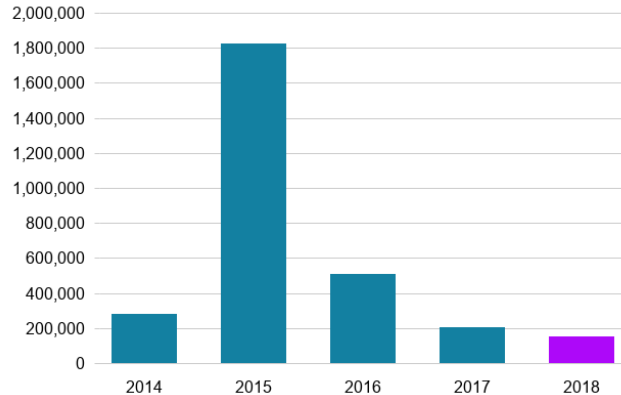
### **Illegal border crossings into the EU have dropped dramatically since 2015**

“Migrant crisis: Illegal entries to EU at lowest level in five years”, *BBCNews.com*, January 4, 2019, Accessed online July 6, 2020, <https://www.bbc.com/news/world-europe-46764500>

### **A chart published as part of a BBCNews.com article on January 4, 2019 shows...**

Summary of information contained within the chart: [... the number of illegal border crossings into the EU dropped from over 1.8 million in 2015 to approximately 500,000 in 2016, then to approximately 200,000 in 2017, and to approximately 180,000 in 2018. The total drop from 2015 to 2018 was about 90%.]

**Illegal border crossings into the EU**



Note: 2018 figures are a preliminary estimate

Source: Frontex





## Example 5: Full Citation Placed in a Footnote

### Tag Line:

Set apart in bold font and identifies key content.

**Democracy requires candidates to give up privacy.**

### Verbal Citation:

Set apart in larger font and underlined; includes the source (required), publication name, and date (encouraged, but not required).

According to a 2006 article written by three professors from the University of Wisconsin, published in the Journal of Medicine and Philosophy...

### Direct Quotation:

Indented and set apart in quotation marks. Words that will be read into the round are indicated by underlined font, and words that will not be read aloud are included in smaller and font.

“Our purpose in this article is to make it clear that candidates are morally required to waive their right to medical privacy concerning a very specific set of medical conditions. Although others have asserted a moral duty to disclose (See, e.g., Annas, 2000), the literature contains very little discussion of the basis for that requirement. We argue that it is based on the same deep democratic principle that supports the public's right to vote, namely, that those who govern do so only with the consent of the governed. Concerns about the medical privacy of candidates must be subordinated to that democratic principle.”<sup>1</sup>

### Full Citation:

Set apart using a footnote corresponding to the quoted block of text and includes available information.

<sup>1</sup> Robert Streiffer, Alan P. Rubel & Julie R. Fagan, “Medical Privacy and the Public's Right to Vote: What Presidential Candidates Should Disclose,” *Journal of Medicine and Philosophy*, 2006, Volume 31, No. 4, pp. 417-439, DOI: [10.1080/0360531060086082](https://doi.org/10.1080/0360531060086082). Accessed online June 2020, <https://www.tandfonline.com/doi/full/10.1080/03605310600860825>





## Appendix C: Lincoln-Douglas Value and Team Policy Speaker Point Guide

	1 (Poor)	2 (Fair)	3 (Average)	4 (Excellent)	5 (Superior)
Persuasiveness	Poor speaker whose arguments lack logic and believability.	Fair speaker with moments of clarity but also moments of confusion.	Average speaker who presents ideas that can be followed and understood.	Excellent speaker. Arguments are generally well constructed and easily understood.	Extremely convincing speaker who presents well-constructed and compelling arguments.
Organization	Speeches are disorganized and/or evidence is presented in a haphazard manner.	Speeches appear to have some structure but lack an overall connection between points.	Speeches, evidence, support, and arguments follow a general outline.	Speeches exhibit good organization of arguments, evidence, and support.	Speeches show superior organization of arguments, evidence, and support throughout the round.
Delivery/ Conduct	Speaker has a significant lack of confidence, distracting habits or mannerisms, and/or is condescending, arrogant, or abrasive.	Speaker has moments of confidence but may also ramble or end speeches early and/or is somewhat abrasive.	Speaker presents clearly though not with full confidence and is generally well-mannered.	Speaker is confident, easy to listen to, and free from distracting habits. Well-mannered and courteous.	Highly polished speaker whose voice, volume, and gestures greatly enhance each speech. Gracious and winsome, respectful of opponent.
Evidence/ Support	Little or no evidence or logic used in support of arguments. Examples presented seem irrelevant.	Minimal evidence, examples, or logic used to support arguments. Evidence and support do not always relate to the issue at hand.	Most points supported by good evidence or reasoning, though some evidence or reasoning is confusing and irrelevant.	Consistent use of relevant evidence, examples, and logic to support the major points in the round.	Presents interesting and understandable evidence, examples, and/or reasoning in support of every major argument.
Cross-Examination	Unprepared to ask or answer questions and/or behaves in an extremely combative manner during cross-examination.	Asks confusing questions, gives vague and unconvincing answers, or is somewhat disrespectful during cross-examination.	Asks reasonable questions, gives effective answers, and is generally respectful.	Asks probing questions, gives compelling answers, and is generally very respectful.	Asks excellent questions that expose or weaken the opponent's arguments. Answers arguments persuasively and is always very respectful.
Refutation	Consistently misses, either by error or intent, the true points being made by the opponent.	Displays limited ability to identify and counter the opponent's arguments.	Correctly identifies most of the opponent's arguments and makes reasonable and thoughtful arguments in return.	Quickly and accurately makes sense of the opponent's major arguments and consistently responds with solid argumentation.	Exceptionally skilled in identifying the core of the opponent's arguments and presenting persuasive rebuttals to every argument.



## Appendix D: Moot Court Scoring Guide

This guide may be useful to assist you in assigning competitor points on the ballot. Please rate the competitors based on their performance, not based on the case itself or on your agreement with their side of the argument.

<b>Organization</b>	<ul style="list-style-type: none"><li>• Introduces the central issue(s) succinctly</li><li>• Provides and follows a clear outline of argument</li><li>• Transitions smoothly and uses time prudently</li><li>• Concludes with an appropriate request for relief</li></ul>
<b>Knowledge</b>	<ul style="list-style-type: none"><li>• Demonstrates thorough knowledge of the record</li><li>• Assesses related constitutional issues</li><li>• Applies relevant legal tests</li><li>• Cites the record and legal cases accurately</li></ul>
<b>Argumentation</b>	<ul style="list-style-type: none"><li>• Identifies and emphasizes the central issue(s)</li><li>• Presents well-reasoned arguments</li><li>• Supports arguments with key facts in the record</li><li>• Applies legal authority and analogous case law</li></ul>
<b>Response</b>	<ul style="list-style-type: none"><li>• Demonstrates proper deference to the judges</li><li>• Answers questions directly and succinctly</li><li>• Weaves answers into the overall argument</li><li>• Addresses opposing arguments in the rebuttal</li></ul>
<b>Delivery</b>	<ul style="list-style-type: none"><li>• Demonstrates proper courtroom etiquette</li><li>• Manages tone, volume, articulation, and pronunciation</li><li>• Remains poised, professional, courteous, and confident</li><li>• Maintains eye contact through limited use of notes</li></ul>



## Appendix E: Moot Court Script

The Courtroom Clerk will not begin to read the script aloud until all judges for the round are present. Once all judges are present, the Courtroom Clerk will confirm the Chief Justice. When the Chief Justice confirms the judges are all ready, the Courtroom Clerk begins the script below.

### Bringing the Round to Order

**Courtroom Clerk:** **Oyez, oyez, oyez.** (O-yea). **The Supreme Court of the United States is now in session, the Honorable Chief Justice \_\_\_\_\_ presiding. All those having cause to be before this honorable Court draw nigh and pay heed. God save the United States, and God save this honorable Court.**

**Chief Justice:** **The only case on the docket today is [Case Name]. Is the Petitioner ready?**

**Petitioners:** [First advocate says:] **The Petitioner is ready, your Honor.**

**Chief Justice:** **Is the Respondent ready?**

**Respondents:** [First advocate says:] **The Respondent is ready, your Honor.**

**Chief Justice:** **You may proceed.** [First Petitioner should wait until receiving some indication, such as a nod, from the Chief Justice that the Court is ready to proceed.]

### Opening Statements for Advocate Speeches

**Petitioner 1:** **Mr./Madame Chief Justice, may it please the Court. My name is \_\_\_\_\_. My co-Counsel, \_\_\_\_\_, and I represent \_\_\_\_\_ the Petitioner in this case. At this time, I would like to reserve \_\_\_\_\_ minutes for rebuttal. My co-Counsel will be addressing the issue of \_\_\_\_\_, and I will be addressing the \_\_\_\_\_ issue.** [Give a brief introductory sentence or two about the first issue here.] **This Court should reverse the decision of the Circuit Court because \_\_\_\_\_.** [Proceed with argument.]

[After the first Petitioner is finished, the second advocate for the Petitioner should then wait until receiving some indication from the Chief Justice that the Court is ready to proceed.]



**Petitioner 2:** **Mr./Madame Chief Justice, may it please the Court. My name is \_\_\_\_\_, and I will address the issue of \_\_\_\_\_.** [Proceed with argument.]

[When the second Petitioner is finished, the first Respondent should wait until receiving some indication from the Chief Justice that the Court is ready to proceed.]

**Respondent 1:** **Mr./Madame Chief Justice, may it please the Court. My name is \_\_\_\_\_. My co-Counsel, \_\_\_\_\_, and I represent \_\_\_\_\_, the Respondent in this case. My co-Counsel will be addressing the issue of \_\_\_\_\_, but first I will be addressing the \_\_\_\_\_ issue.** [Give a brief introductory sentence or two about the first issue here.] **This Court should affirm the decision of the Circuit Court because \_\_\_\_\_.** [Proceed with argument.]

[After the first Respondent is finished, the second advocate for Respondent should wait until receiving some indication from the Chief Justice that the Court is ready to proceed.]

**Respondent 2:** **Mr./Madame Chief Justice, may it please the Court. My name is \_\_\_\_\_, and I will address the issue of \_\_\_\_\_.** [Proceed with argument.]

[After the second Respondent is finished, whichever member of the Petitioner's team will give the rebuttal should wait for an indication from the Chief Justice that the Court is ready to proceed.]

**Petitioner 1 or 2:** **Your Honors,** [briefly state in one sentence the main rebuttal point(s).]

[Rebuttal should be limited to a rebuttal of points already brought up in the argument. The Petitioner should not bring up for the first time a subject not discussed by either the Petitioners or Respondents in their initial presentations.]

## Requesting Additional Time to Complete an Argument or Answer a Question

- If an advocate's time expires before completion of the argument, the advocate may request additional time from the Chief Justice with the following question:

**Advocate:** **Mr./Madame Chief Justice, I see that my time has expired. May I have a moment to conclude?** [BRIEFLY conclude.]



- If a question is pending or the advocate is in the middle of answering a question, the advocate may request additional time with the following question:  
**Advocate: Mr./Madame Chief Justice, I see that my time has expired. May I have a moment to answer the question and briefly conclude?** [BRIEFLY finish answering and BRIEFLY conclude.]
- In either case, it is up to the Chief Justice’s discretion whether to allow additional time. The advocate need not request additional time to finish his sentence, though—he can simply finish his sentence and say thank you.

## Adjourning the Round

**Courtroom Clerk: The Honorable Court is now adjourned.**

[The justices should exit the virtual room by clicking on the exit button in the upper right corner of the screen.]