

Please Print

## REGISTRATION FOR JUDGING

OFFICE USE ONLY			
	Card	#	Card #
Policy Judge Card (yellow)	( )	( )	L/D Judge Card (blue) ( ) ( )
Total Rounds _____			
Paid _____ Rounds			
Owes _____ Judging Rds			
See _____ (names of other judges)			

(Do not fill in above)

Name \_\_\_\_\_ School \_\_\_\_\_  
(please print or type)

State \_\_\_\_\_ NFL District \_\_\_\_\_ Your NFL Chapter # \_\_\_\_\_

**As an ethical coach/judge I declare that in addition to contestants from my own state,** I should NOT judge the following schools or individuals with whom I have close contacts, worked with at summer institutes, travel with, or have worked with at other schools in earlier years (Note that it is your responsibility to notify the JUDGE TAB personnel of a conflict of any round where the above situation occurs.):

The judging assignment I wish for the tournament (For each policy team you must supply a policy judge): (check one only)

- \* ☐ Policy Debate only      \* ☐ Policy & L/D      \* ☐ L/D only  
\* ☐ L/D & Speech only      \* ☐ All Debate & Speech      ☐ Speech only  
\* Requires a judge paradigm card.

Even though I have not qualified a policy team, I am willing to judge (circle one):

1      2      3      4      5      6      policy rounds. Guarantee: you will not judge more policy debate rounds than you circle, but please send a yellow policy debate card.

All judges are required by rule to be available Monday and Tuesday. All college student judges must have graduated from high school at least two years ago.

I prefer to judge Congress \_\_\_\_\_ Yes  
I would judge beyond required rounds **if needed.** \_\_\_\_\_ Yes  
I will be available, if needed, to judge rounds Thursday \_\_\_\_\_ Yes

# NFL POLICY DEBATE JUDGE QUESTIONNAIRE

Name \_\_\_\_\_ School \_\_\_\_\_

State \_\_\_\_\_ NFL District \_\_\_\_\_

In order to assist the debaters whom you will judge in adapting to the particular audience that you provide as a judge, please indicate your policy debate judging experience and preferences.

1. Your experience with policy debate (*check those that apply*):

- \_\_\_\_\_ A. Coach of a team  
 \_\_\_\_\_ B. NDT Policy debater in college  
 \_\_\_\_\_ C. CEDA Debater in college  
 \_\_\_\_\_ D. Policy debater in HS  
 \_\_\_\_\_ E. Frequently judge policy debate  
 \_\_\_\_\_ F. Occasionally judge policy debate

2. I have judged \_\_\_\_\_ years of policy debate. I have judged (circle one)  
 0-10   11-20   21-30   31-40   40+   varsity rounds this season.

3. Which best describes your approach to judging policy debate:

- \_\_\_\_\_ A. Speaking skills                      \_\_\_\_\_ D. Hypothesis tester  
 \_\_\_\_\_ B. Stock issues                      \_\_\_\_\_ E. Games-playing  
 \_\_\_\_\_ C. Policymaker                      \_\_\_\_\_ F. Tabula rasa

Circle your attitudes concerning these policy debate practices:

4. **RATE OF DELIVERY**    ( \_\_\_\_\_ No preference)

Slow and deliberate    1 2 3 4 5 6 7 8 9                      Very rapid

5. **QUANTITY OF ARGUMENTS**    ( \_\_\_\_\_ No preference)

A few well                      The more arguments  
 developed arguments 1 2 3 4 5 6 7 8 9                      the better

6. **COMMUNICATION AND ISSUES**

Communication skills                      Resolving substantive issues  
 most important                      1 2 3 4 5 6 7 8 9                      most important

7. **TOPICALITY:** I am willing to vote on topicality:

Often                      1 2 3 4 5 6 7 8 9                      Rarely

8. **COUNTERPLANS**

Acceptable                      1 2 3 4 5 6 7 8 9                      Unacceptable

9. **GENERIC DISADVANTAGES**

Acceptable                      1 2 3 4 5 6 7 8 9                      Unacceptable

10. **CONDITIONAL NEGATIVE POSITIONS**

Acceptable                      1 2 3 4 5 6 7 8 9                      Unacceptable

11. **DEBATE THEORY ARGUMENTS**

Acceptable                      1 2 3 4 5 6 7 8 9                      Unacceptable

12. **CRITIQUE (KRITIK) ARGUMENTS**

Acceptable                      1 2 3 4 5 6 7 8 9                      Unacceptable

OPTIONAL: If you feel the need to clarify (or add to) your responses to items 3-12, TYPE those comments on the back of this card.

# LINCOLN-DOUGLAS JUDGE CARD

Name \_\_\_\_\_ School \_\_\_\_\_

State \_\_\_\_\_ NFL District \_\_\_\_\_

In order to assist the debater whom you will judge in adapting to the particular audience you provide as a judge, please indicate your Lincoln-Douglas judging preferences by responding to the following questions.

1. Your experience with Lincoln-Douglas Debate (check those which apply)

- \_\_\_\_\_ A. Coach of Lincoln-Douglas Debate
- \_\_\_\_\_ B. Policy Debater in high school
- \_\_\_\_\_ C. Lincoln-Douglas Debater in high school
- \_\_\_\_\_ D. CEDA Debater in college
- \_\_\_\_\_ E. NDT Debater in college
- \_\_\_\_\_ F. Frequently judge Lincoln-Douglas Debate
- \_\_\_\_\_ G. Coach of Policy Debate
- \_\_\_\_\_ H. Coach of individual events
- \_\_\_\_\_ I. No Lincoln-Douglas Debate experience

2. I have judged \_\_\_\_\_ years of Lincoln-Douglas Debate. I have judged (circle one)  
0-10 11-20 21-30 31-40 40+ rounds of varsity L/D this season.

3. Circle your attitudes concerning the following Lincoln-Douglas practices:

- |   |   |   |   |   |   |                       |
|---|---|---|---|---|---|-----------------------|
| A. Rate of delivery   |   |   |   |   |   |                       |
| Slow  | 1 | 2 | 3 | 4 | 5 | Rapid                 |
| B. Persuasive Communication   |   |   |   |   |   |                       |
| Least Important   | 1 | 2 | 3 | 4 | 5 | Most Important        |
| C. Lincoln-Douglas theory arguments   |   |   |   |   |   |                       |
| Unacceptable  | 1 | 2 | 3 | 4 | 5 | Acceptable            |
| D. Value Premise/Core Value   |   |   |   |   |   |                       |
| Unnecessary   | 1 | 2 | 3 | 4 | 5 | Mandatory             |
| E. Use of Example   |   |   |   |   |   |                       |
| Optional  | 1 | 2 | 3 | 4 | 5 | Decisive              |
| F. Focusing on the few key issues is more important than clashing with each specific point. |   |   |   |   |   |                       |
| Agree   | 1 | 2 | 3 | 4 | 5 | Disagree              |
| G. Use of Evidence  |   |   |   |   |   |                       |
| Little  | 1 | 2 | 3 | 4 | 5 | Much                  |
| H. Approach to resolution   |   |   |   |   |   |                       |
| Philosophic Concept   | 1 | 2 | 3 | 4 | 5 | Pragmatic application |
| I. Use of Criteria to clarify value premise/core value                                      |   |   |   |   |   |                       |
| Unnecessary   | 1 | 2 | 3 | 4 | 5 | Essential             |
| J. Resolving substantive issues   |   |   |   |   |   |                       |
| Least important   | 1 | 2 | 3 | 4 | 5 | Most important        |
| K. Burden of Clash  |   |   |   |   |   |                       |
| Unimportant   | 1 | 2 | 3 | 4 | 5 | Decisive              |
| L. Rebuttals  |   |   |   |   |   |                       |
| Crystallize   | 1 | 2 | 3 | 4 | 5 | Line by Line          |

4. Attitudes concerning burdens

A. What do you expect from the negative relative to the value premise:  
(check which apply)

- \_\_\_\_\_ A. challenge the affirmative value premise
- \_\_\_\_\_ B. win both the affirmative and negative value premise
- \_\_\_\_\_ C. subsume the affirmative value premise
- \_\_\_\_\_ D. varies with each round

Do you apply the same standard to the affirmative?  
(circle one) Yes No

B. What do you expect of the debaters relative to the definitions: (check which apply)

- \_\_\_\_\_ A. negative must challenge affirmative definitions
- \_\_\_\_\_ B. negative accepts definitions, if reasonable
- \_\_\_\_\_ C. definitions are not usually the basis of my decision