

Congressional Debate Ballot	Chamber -- 1	Student Name Lorenz	Creighton School or Code: Prep
	Session -- 1/2		
JUDGE -- C. Ahl			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) AFF <input checked="" type="radio"/> NEG	Circle Rating 1 2 3 4 <input checked="" type="radio"/> 5 6
---	--

Topic: Gambling

Comments:  
Your offensive new args. were good, especially as the 1st Neg. speaker, but you can also address the aff side either what was said or pre-emptively what will be said — Strong delivery!

Speech 2 -- (Circle) AFF <input checked="" type="radio"/> NEG	Circle Rating 1 2 3 4 <input checked="" type="radio"/> 5 6
---	--

Topic: Nigeria

Comments:  
3:07 Your organization of your speech was great! You started by addressing the other args. made then supported it with more evidence and last pointed out an arg. not made and gave your new arg. → the rhetoric you used was clear, concise → NICE!

Speech 3 -- (Circle) AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Speech 4 -- (Circle) AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Congressional Debate Ballot	Chamber -- 1	Student Name	LN9 School or Code:
	Session -- 1/2		
JUDGE -- C. ONE			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 <input checked="" type="radio"/> 4 5 6
---	--

Topic: Gambling

Comments:  
As the 3rd speech given you had arguments by the Negative to refute which I think you were trying to do with saying this is not an over-step of the Federal government, but it came off as something you were asserting, not an argument. Also, Rep. Weber brought up the A that can be made so you need to connect your arg. with his.

Speech 2 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 <input checked="" type="radio"/> 5 6
---	--

Topic: Nigeria

Comments:  
3:09 - restating the bill wasn't necessary and wastes valuable speech time (granted, not the whole bill)

- the presentation of your new arg. was great! I liked that you drew attention to it and how it is important and what it does

Speech 3 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Speech 4 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Congressional Debate Ballot	Chamber -- 1	Student	LN3 School or Code:
	Session -- 1/2	Name SANNICKS	
JUDGE -- C. All			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle)	AFF (NEG)	Circle Rating 1 2 3 4 5 6
Topic: gambling		

Comments:  
your speech had a nice balance of adding new arguments to the debate and furthing an argument brought up by the other Neg. speech ;)

Speech 2 -- (Circle)	AFF (NEG)	Circle Rating 1 2 3 4 5 6
Topic: Nigeria		

Comments:  
3:10 I liked that you summarized the args. that each side had made. I would recommend that you tell me what your 3 main points are after that b/c otherwise they loose their recency in my mind and requires you to say them again which is what you did → then used more

Speech 3 -- (Circle)	AFF NEG	Circle Rating 1 2 3 4 5 6
Topic:		

Comments:

time - Give summary, tell me you have 3 reasons to negate, → then just get into yours pts. My 1st reason is... so on ;)

Speech 4 -- (Circle)	AFF NEG	Circle Rating 1 2 3 4 5 6
Topic:		

Comments:

Congressional Debate Ballot	Chamber -- 1	Student	Creighton Prep
	Session -- 1/2	Name Owens	
JUDGE -- C. Owl			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic: Gambling

Comments: 3:02  
If you are going to give another Negative speech ~~directly~~ directly following a Negative speech I want to hear why your new argument is so important. I want you to tell me what the other other Neg. args are and that your arg. is new and

Speech 2 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic: state parks

Comments: 2:  
you focused a lot on the money it would cost of implementing this bill, but many other Reps. had addressed <sup>this in the</sup> ~~in~~ this round and so I needed the focus to be on your analysis

important! Your comments mentioning other Reps. seemed just to be echoes of what they said and the unique part of the argument.

Speech 3 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic:

Comments:

Speech 4 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic:

Comments:

Congressional Debate Ballot	Chamber -- 1	Student	MW
	Session -- 1/2	Name Riedel	
JUDGE -- C. Aml			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 <input checked="" type="radio"/> 5 6
Topic: Nigeria	

Comments:  
 Delivery was great, but with a sponsorship speech which is prepared beforehand (or should be) I'm looking for excellent content in the args. didn't get specific enough

Speech 2 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
Topic:	

Comments:

Speech 3 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
Topic:	

Comments:

Speech 4 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
Topic:	

Comments:

Congressional Debate Ballot	Chamber -- 1	Student Name Bausch	Creighton School or Code: Prep
	Session -- 1/2		
JUDGE -- C. Orl			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic:	Nigeria
--------	---------

Comments:  
2:48 your delivery was smooth you have time to slow down a little and really emphasize your argument. Your speech had a nice balance of offense → your new arg. and defense - addressing the other args. ~~on~~ presented

Speech 2 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic:	State parks
--------	-------------

Comments:  
you said there 3 reasons, but then only gave me taglines of 2 reasons  
what does the mean that state parks has so much more land? → many representatives have told us that we don't have the money to do this, so, what ~~was~~ you add<sup>ed</sup> that is unique needs to be highlighted!

Speech 3 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic:	
--------	--

Comments:

Speech 4 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic:	
--------	--

Comments:

Congressional Debate Ballot	Chamber -- 1	Student Name Nagahawatte	Creighton School or Code: Prep
	Session -- 1/2		
JUDGE -- C. Orl			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) AFF (NEG)	Circle Rating 1 2 3 4 5 6
--------------------------------	---------------------------

Topic: Nigeria

Comments:  
 Since other representatives have made args. about corruption you need to differentiate your argument from theirs and tell how/why your argument is important to the debate - ( )  
 What about what the Neg. said about this helping w/corruption and stability?

Speech 2 -- (Circle) AFF NEG	Circle Rating 1 2 3 4 5 6
------------------------------	---------------------------

Topic:

Comments:

Speech 3 -- (Circle) AFF NEG	Circle Rating 1 2 3 4 5 6
------------------------------	---------------------------

Topic:

Comments:

Speech 4 -- (Circle) AFF NEG	Circle Rating 1 2 3 4 5 6
------------------------------	---------------------------

Topic:

Comments:

Congressional Debate Ballot	Chamber -- 1	Student Name Klein	School or Code: MW
	Session -- 1/2		
JUDGE -- C. one			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 <input checked="" type="radio"/> 4 5 6
Topic: State Parks	

Comments:  
2:38 Your delivery was good. With a sponsorship speech there is an obligation to kind of explain the bill, not just give a reason to support it. You need to do both, and you had time to elaborate and give more examples or explanation of the bill.

Speech 2 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
Topic:	

Comments:

Speech 3 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
Topic:	

Comments:

Speech 4 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
Topic:	

Comments:



Congressional Debate Ballot	Chamber -- <u>1</u>	Student	LNS School or Code:
	Session -- <u>1/2</u>	Name <u>Weber</u>	
JUDGE -- <u>C. Ahl</u>			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 <input checked="" type="radio"/> 5 6
---	--

Topic: Gambling

Comments:  
 It was definitely important to clarify how you decided on 19 so it was good that your speech did focus on the why of the age - I think explaining the amendment you want to introduce caused you to slip up and give your most smooth delivery

Speech 2 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 <input checked="" type="radio"/> 5 6
---	--

Topic: Nigeria

Comments:  
 3:10 your content was good, your delivery seems a little off, still good, but your stumbling over your words which isn't normal for you.

Speech 3 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Speech 4 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Congressional Debate Ballot	Chamber -- 1	Student Name McClellan	Creighton School or Code: Prep
	Session -- 1/2		
JUDGE -- C. Ane			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) <del>AFF</del> <del>NEG</del>	Circle Rating 1 2 3 4 5 6
Topic :	

Comments:  
3:03 Presentation needs more confidence in delivery... at parts there ~~was~~ seemed to be some shakiness and slow pacing.

Speech 2 -- (Circle) <del>AFF</del> NEG	Circle Rating 1 2 3 4 5 6
Topic : State parks	

Comments:  
~~3:09~~ 3:09 Pacing still seems ~~too~~ slow and the movement between each point seems to slow you down.

Speech 3 -- (Circle) AFF NEG	Circle Rating 1 2 3 4 5 6
Topic :	

Comments:

Speech 4 -- (Circle) AFF NEG	Circle Rating 1 2 3 4 5 6
Topic :	

Comments:

Congressional Debate Ballot	Chamber -- 136	Student	LNA School or Code:
	Session -- 1	Name Aquillar	
JUDGE -- Erin Penher			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 <input checked="" type="radio"/> 4 5 6
---	--

Topic: Gambling

Comments:

- I appreciate the attempt to address the Neg's 10<sup>th</sup> Argument but it really didn't have any impact or effectively address the point.
- Why do other nations' entire gambling industries map to a slight age change in the US? Your arguments support gambling, not the age range.
- ~~... ..~~ • good sources/citation of evidence

Speech 2 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 <input checked="" type="radio"/> 5 6
---	--

Topic: Nigeria

Comments:

- Knowing they have resources is nice, but how would we be involved in that? Expand + elaborate
- Your point on anti terrorism is the first time the idea has been really expanded on in the debate + I appreciate it.
- Great point attacking Angola
- While I wish you'd had some more exposition on how things would work, I appreciate your new ideas on a stale topic

Speech 3 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Speech 4 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Congressional Debate Ballot	Chamber -- 136	Student	Creighton School or Code:
	Session -- 1	Name Bausch	
JUDGE -- Erin Penner			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic: Nigeria

Comments:

- The aff already said that Nigeria has issues with corruption + insurgent groups, but he stated that more diplomacy would work to address these issues. While you do have much more information on these problems, your focus should be on why diplomacy would not address these issues.

Why is diplomacy a bad idea under these conditions + why would it not fix problems?

Speech 2 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic: Parks

Comments:

- How many troopers does it take to police a unit of land? We already know there's a lot of land; a better use of expansive info would've been that.

- You threw out a \$64Bn price tag. A better way to reference other speakers would've been to compare that to the previous speaker's \$20Bn in income.
- While you added more data, you didn't add new ideas or use your info to refute off speakers.

Speech 3 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic:

Comments:

Speech 4 -- (Circle)	AFF	NEG	Circle Rating	1	2	3	4	5	6
----------------------	-----	-----	---------------	---	---	---	---	---	---

Topic:

Comments:

Congressional Debate Ballot	Chamber -- 136	Student Name Klein	Millard W School or Code:
	Sesson -- 1		
JUDGE -- Erin Penner			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 <input checked="" type="radio"/> 4 5 6
---	--

Topic: Parks
--------------

Comments:

- Great job explaining the distinction between state + Federal protection
- While the redwood trees are important, you, as the bill sponsor, should speak more broadly. What is poaching like in all state vs Federal parks? What other species would benefit? Use more of your time to expand your ideas

Speech 2 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:
--------

Comments:

Speech 3 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:
--------

Comments:

Speech 4 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:
--------

Comments:

Congressional Debate Ballot	Chamber -- 136	Student	Creighton School or Code:
	Session -- 1	Name Lorenz	
JUDGE -- Erin Penner			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) AFF <input checked="" type="radio"/> NEG	Circle Rating 1 2 3 4 <input checked="" type="radio"/> 6
---	--

Topic: Gambling

Comments:

- The BBC doesn't conduct studies, it only reports on them. Cite the original ~~research~~ research group. Also, ~~cite experts by referencing their~~ <sup>nvm</sup> credentials
- Why does the legal age of adulthood matter since "adult" rights are already staggered?
- Good delivery. • I did like your evidence in your 1<sup>st</sup> point.

Speech 2 -- (Circle) AFF <input checked="" type="radio"/> NEG	Circle Rating 1 2 <input checked="" type="radio"/> 4 5 6
---	--

Topic: Nigeria

Comments:

- See above comment on BBC as a source
- Why would the pres. attacking corruption mean this bill not working? Your logic doesn't make any sense
- Your info on Angola (while a nice change) sounds like we already have a solid grasp on the nation + no more work is needed. Why not move on + base efforts in Nigeria on prior efforts in Angola?
- You spend a lot of time initially on signposting + opening. Cut down

Speech 3 -- (Circle) AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Speech 4 -- (Circle) AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Congressional Debate Ballot	Chamber -- 136	Student Name	McClellan	Creighton School or Code:
	Session -- 1			
JUDGE -- Erin Penner				

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 <input checked="" type="radio"/> 3 4 5 6
---	--

Topic: Nigeria

Comments:

- IF you forget what you're about to say every time you move, don't move.
- There are better sources for Nigeria's economy than the BBC
- Your 1st + 3rd points <sup>are</sup> unoriginal + add nothing to the conversation
- Why does the new president relate to this resolution? Impact!!!
- How would diplomacy + trade reduce corruption?

Speech 2 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 <input checked="" type="radio"/> 4 5 6
---	--

Topic: Parks

Comments:

- Your previous speaker clearly detailed how the bill doesn't allocate money. Your first point loses effectiveness as a result.
- I liked your 3rd point. You could've used that information to address the financial concerns mentioned earlier. Think on your feet + be ready to rearrange + edit your speech to adapt to conditions. ~~Because~~ IF you had your speech would've easily ranked much higher.

Speech 3 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Speech 4 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

*\* If you say your going to wait for us please wait for us*

Congressional Debate Ballot	Chamber -- 136	Student	Creighton School or Code:
	Session -- 1	Name	
JUDGE -- Erin Penner			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) AFF <input checked="" type="radio"/> NEG	Circle Rating 1 <input checked="" type="radio"/> 2 3 4 5 6
---	--

Topic:

Comments: *Nigeria*  
 • When citing a person as a source, reference their professional credentials  
 • Your points are unoriginal + add nothing of importance to the debate in progress.  
 • ~~away~~

Speech 2 -- (Circle) AFF NEG	Circle Rating 1 2 3 4 5 6
------------------------------	---------------------------

Topic:

Comments:

Speech 3 -- (Circle) AFF NEG	Circle Rating 1 2 3 4 5 6
------------------------------	---------------------------

Topic:

Comments:

Speech 4 -- (Circle) AFF NEG	Circle Rating 1 2 3 4 5 6
------------------------------	---------------------------

Topic:

Comments:



Congressional Debate Ballot	Chamber -- 136	Student Name Owens	Creighton School or Code:
	Session -- 1		
JUDGE -- Erin Penner			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) AFF <input type="radio"/> NEG <input checked="" type="radio"/>	Circle Rating 1 2 3 4 <u>5</u> 6
---	----------------------------------

Topic: Gambling
-----------------

Comments:
<ul style="list-style-type: none"> <li>• Why does the 1900s' perception of adulthood have any application to today?</li> <li>• Good job clarifying current legal setup, + lending validity to 10th A argument.</li> <li>• Work on evening out your delivery. At times you were a bit choppy.</li> </ul>

Speech 2 -- (Circle) AFF <input type="radio"/> NEG <input checked="" type="radio"/>	Circle Rating 1 2 3 4 <u>5</u> 6
---	----------------------------------

Topic: Parks
--------------

Comments:
<ul style="list-style-type: none"> <li>• Excellent point on the scale of things - very, very good job presenting data + integrating your interpretation into your position on the bill.</li> <li>• Again, even out your delivery.</li> </ul>

Speech 3 -- (Circle) AFF <input type="radio"/> NEG <input type="radio"/>	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:
--------

Comments:

Speech 4 -- (Circle) AFF <input type="radio"/> NEG <input type="radio"/>	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:
--------

Comments:

Congressional Debate Ballot	Chamber -- 136	Student Name Reidel	Millard West School or Code:
	Session -- 1		
JUDGE -- Erin Penner			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 <input checked="" type="radio"/> 4 5 6
---	--

Topic: Nigeria

Comments:

- You are a bit quiet. You are also a bit choppy in delivery at times.
- Some of your statements, such as US influence on gay rights in Nigeria, are unsupported.
- You claim the US will help human rights + development in Nigeria but you don't outline how that would happen ~~through~~ or why the benefits would ~~be~~ outweigh costs.

Speech 2 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

\* Ask more questions! \*

Speech 3 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Speech 4 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Congressional Debate Ballot	Chamber -- 136	Student	Lincoln N★ School or Code:
	Session -- 1	Name Sannicks	
JUDGE -- Erin Penner			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) AFF <input checked="" type="radio"/> NEG	Circle Rating 1 2 3 4 <input checked="" type="radio"/> 6
---	--

Topic: Gambling
-----------------

Comments:
<ul style="list-style-type: none"> <li>• I really liked the evidence you provided. I'd like to see more personal emphasis on how it specifically affects the age group in question.</li> <li>• <del>Good</del> job continuing the 10<sup>th</sup> A argument but you didn't really add much to the argument.</li> </ul>

Speech 2 -- (Circle) AFF <input checked="" type="radio"/> NEG	Circle Rating 1 2 3 <input checked="" type="radio"/> 4 5 6
---	--

Topic: Nigeria
----------------

Comments:
<ul style="list-style-type: none"> <li>• I like your attempt to clarify arguments. <del>Don</del></li> <li>• We don't need to hear about how Boko Haram is horrible, again. <del>active case doesn't establish diplomacy, to assess it, why not</del></li> <li>• I would've loved to hear your third point, but improper time allocation hurt you :)</li> </ul>

Speech 3 -- (Circle) AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:
--------

Comments:

Speech 4 -- (Circle) AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:
--------

Comments:

Congressional Debate Ballot	Chamber -- 136	Student	Lincoln NA
	Session -- 1	Name Weber	
JUDGE -- Erin Penner			

Rate each speech, (1 = weak; 6 = strong), and justify your rating with constructive suggestions for improvement. Consider: Originality of Thought (advances debate rather than repeats previously stated ideas; refutes opposing arguments); Organization and Unity (cohesively links ideas); Evidence and Logic (cites credible sources, connecting to claims); Delivery (extemporaneous speaking vs. reciting a manuscript, seriousness of purpose, style and poise). How well the speaker answers questions also should be considered. If the student speaks more than three times, write comments on the reverse side and award 1-6 points for each additional speech. You will rank students, holistically, at the end of the session, on a separate form.

Speech 1 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 <input checked="" type="radio"/> 4 5 6
---	--

Topic: Gambling

Comments: • Good job explaining current legal setup as first authorship, but spend more time convincing me why the bill should be passed instead of repeating information.

- If \$ is big in casinos, why set the age limit at 18, + not lower? Would 18-year-olds bring in a worthwhile amount of money?

Speech 2 -- (Circle) <input checked="" type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 <input checked="" type="radio"/> 3 4 5 6
---	--

Topic: Nigeria

Comments:

- Do diplomatic efforts really mean addressing corruption?
- There are better sources that outline our economic relationship with Nigeria other than the NYT
- Watch your time
- A lot of your speech felt unfocused, with random references to ~~unrelated~~ loosely-related topics

Speech 3 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments:

Speech 4 -- (Circle) <input type="radio"/> AFF <input type="radio"/> NEG	Circle Rating 1 2 3 4 5 6
--	---------------------------

Topic:

Comments: