

Ballot Sample for Lincoln-Douglas Debate

This form is provided for reference and practice. Please use the [rubric](#) and [speaker point category descriptions](#) below to assign accurate scores for each area for the speakers in the round. (View [ballot demonstration](#) )

Debate Decision		Judge Name
☐ Affirmative	☐ Negative	Round/Room
Reason for Decision		
Speaker Evaluation		
(Affirmative) Name:		(Negative) Name:
Speaker Rank:	Speaker Point Total:	Speaker Rank:
Delivery 1 2 3 4 5		Delivery 1 2 3 4 5
Organization 1 2 3 4 5		Organization 1 2 3 4 5
Evidence & Support 1 2 3 4 5		Evidence & Support 1 2 3 4 5
Refutation 1 2 3 4 5		Refutation 1 2 3 4 5
Cross Examination 1 2 3 4 5		Cross Examination 1 2 3 4 5
Conduct 1 2 3 4 5		Conduct 1 2 3 4 5
Comments		Comments

Speaker Point Rubric

Please use the guidance below to assign accurate scores for each area for the speakers in the round.

	Beginning	Developing	Capable	Proficient	Excellent
	1 ☆	2 ☆ ☆	3 ☆ ☆ ☆	4 ☆ ☆ ☆ ☆	5 ☆ ☆ ☆ ☆ ☆
Delivery (See full category description)	Marked by poor or distracting mannerisms, volume, rate of speaking, articulation, pronunciation, gestures, or habitual movements.	Suffers from less than ideal rate, volume, flow, articulation, and/or pronunciation; physical delivery lacks energy and/or eye contact. May include some distracting habits.	Speech is delivered at a generally good rate and volume with a few articulation or pronunciation issues. Physical delivery has some eye contact and energy.	Rate, volume, flow, articulation, and pronunciation are solid. Physical delivery is energetic, professional, and engaging.	Exceptionally smooth, engaging, interesting, professional, and courteous delivery. Rate, volume, pronunciation and articulation are exceptional.
Organization (See full category description)	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.
Evidence and Support (See full category description)	Serious omissions, mishandling, or misapplication of evidence, examples, or logic necessary to support arguments.	Noticeable gaps in 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 may be somewhat confusing or misapplied.	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.
Refutation (See full category description)	Consistently misses or seemingly ignores arguments being made by the opponent.	Displays some 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 core issues and presenting persuasive rebuttals to important arguments.
Cross Examination (See full category description)	Unprepared or unwilling to ask or answer many questions. Questions and answers are vague, unconvincing, or disrespectful.	Not well prepared to ask or answer many questions. Questions asked may be confusing or miss the point. Answers may be vague or unconvincing.	Asks some good questions, gives some 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.
Conduct (See full category description)	Displays rude behavior which may include sarcasm, personal attacks, raised voice, disdainful demeanor, arrogance, or abrasiveness. May unfairly characterize arguments or present new lines of argument in the rebuttal speeches.	Sometimes not well-mannered, abrasive, or characterizes arguments unfairly, inaccurately, or disrespectfully. May present new ideas in the rebuttal speeches that do not allow for a fair response.	Speaker is generally well-mannered and polite. Presents arguments consistently and fairly throughout most of the round. Rebuttal speeches do not bring in new ideas or arguments.	Displays proactive courtesy and respect throughout the round. Characterizes opponent's arguments fairly and accurately. Rebuttal speeches do not bring in new ideas or arguments.	Exceptionally gracious, winsome, and respectful to all participants throughout the round. Characterizes arguments fairly and accurately. Rebuttal speeches do not bring in new ideas or arguments.

Speaker Point Category Descriptions

The descriptions on this page explain what excellence in each speaker point area would look like. Most debaters will achieve some of these goals in each round, but very few will display all of these attributes. To see descriptions of what different performance levels might look like in each category and how to assign scores, please see the Speaker Point Rubric on the prior page.

Delivery (see rubric)
• Speaks with confidence, clarity, and poise • Uses voice, volume, and gestures to enhance speeches • Presents arguments convincingly, understandably, and winsomely • Speaks without distracting gestures or mannerisms
Organization (see rubric)
• Presents arguments, evidence, and support in a logical order • Identifies and distinguishes important points clearly • Connects lines of argumentation with clarity and accuracy • Uses speaking time effectively
Evidence and Support (see rubric)
• Presents appropriate evidence, examples, and/or reasoning to support arguments • Explains the relevance and importance of evidence and support • Describes the reliability and quality of evidence and support appropriately • Offers clear citations for all outside support presented, whether quoted or summarized
Refutation (see rubric)
• Demonstrates understanding of opponent's arguments and which arguments are the most important • Responds to arguments with appropriate counter evidence, examples, and/or reasoning • Explains the relevance of the clash between opposing arguments with clarity • Appropriately evaluates the quality of opponent's evidence or support
Cross Examination (see rubric)
• Asks relevant questions in a respectful, clear, and concise manner • Asks questions that clarify issues, build consensus, or expose weaknesses in reasoning • Appropriately develops key points exposed in cross-examination • Answers questions respectfully, clearly, and concisely
Conduct (see rubric)
• Behaves graciously and respectfully throughout the round • Presents arguments with honesty and consistency throughout the round • Characterizes opponent's arguments fairly, respectfully, and accurately • Uses constructive and rebuttal speeches according to their intended purposes