



WISCONSIN
ASSOCIATION OF FFA



PARLIAMENTARY PROCEDURE LDE

PURPOSE

The purpose of the Parliamentary Procedure LDE is to encourage students to learn to effectively participate in a business meeting and to assist in the development of their leadership skills.

ELIGIBILITY

The participants must be active members of a chartered Wisconsin FFA Chapter. Each chapter may enter one team.

EVENT PROCEDURES

A team will consist of six members of the same chapter. No alternates will be permitted. FFA members are to wear FFA Official Dress and will be scored accordingly.

Recording of presentations is permitted by one person from each team's chapter for that team only.

The Wisconsin Parliamentary Procedure Contest was updated in 2018. See the "Important Wisconsin Updates (2018)" for more details.

ITEMS OF BUSINESS

Each team will address a local chapter item of business, which would normally be a part of a chapter's program of activities (consult FFA.org, the Official FFA Manual and Student Handbook for specific activities and current programs). The motion will be specific and must be moved as an original main motion as it is written on the event card.

Motions not on the chart of permissible motions, or secondary motions and debate applied to them, will not be scored.

EVENT CARD

The event officials will select two subsidiary, two incidental, and one privilege motion or a motion that brings a question again before the assembly from the list of permissible motions. These motions will be on an index card

and one will be randomly assigned to each team member, except the chair. All teams in each competition will be assigned the same motions.

Team members will have one minute to review the main motion, the motions to be demonstrated, and to identify his/her motion (which may be noted by bolding, underlining or highlighting). Members may refer to the card throughout the presentation but may not confer during the one-minute time period or during the demonstration.

Sample Card

<p>Main Motion:</p> <p style="padding-left: 40px;">I move that our chapter send two members to WLC.</p> <p>Required Motions:</p> <p style="padding-left: 40px;">Lay on the Table</p> <p style="padding-left: 40px;"><u>Amend</u></p> <p style="padding-left: 40px;">Suspend the Rules</p> <p style="padding-left: 40px;">Appeal</p> <p style="padding-left: 40px;">Reconsider</p>
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OPENING AND CLOSING THE DEMONSTRATION

The team demonstrating shall assume that a regular chapter meeting is in a program and new business is being handled on the agenda. The chair shall start the presentation by saying, “Is there any new business?” Time will stop when the chair declares the meeting adjourned.

ORIGINAL MAIN MOTION

The event official will assign the main motion on an index card, no other original main motions may be used. Making other original main motions that are not on the even card can cause a point deduction from the overall team presentation score. The main motion will be used as one of the “extra” motions.

SECONDARY MOTIONS

No limit to the number of subsidiary, incidental and privileged motions that a team may demonstrate. A member’s required motion will not be counted as an additional motion for another member. No motion may count for an additional motion for more than one member. Incidental and privileged motions cannot be demonstrated as incidental main motions.

MOTIONS THAT BRING A QUESTION AGAIN BEFORE THE ASSEMBLY

Take from the Table – If the officials in charge designate Take from the Table as a motion to be demonstrated, you should assume that you would take from the table a motion that was laid on the table earlier in the present meeting. Example: “I move to take from the table the motion to hold an FFA hayride.” The original main motion, assigned on the card, cannot be taken from the table. The motion to Take from the Table cannot be used unless it is a required motion.

Reconsider – If the officials in charge designate Reconsider as a motion to be demonstrated, you should assume that you would reconsider a motion you considered earlier in the presenting meeting. Example: “I move to reconsider the motion adopted earlier to hold an FFA hayride.” This motion cannot not be used unless it is a required motion. Unrealistic or canned debate on the motion to reconsider may be penalized at the judges’ discretion.

Rescind – If the officials in charge designate Rescind as a motion to be demonstrated, you should assume that you would rescind a motion adopted at the last meeting. Example: “I move to rescind the motion that was adopted at our last meeting to hold an FFA hayride.” This motion cannot not be used unless it is a required motion. Unrealistic or canned debate on the motion to rescind may be penalized at the judges’ discretion.

CALL FOR THE ORDERS OF THE DAY

If the event officials designate Call for the Orders of the Day as a motion to be demonstrated, you may use an alternative main motion not pertaining to the assigned main motion to facilitate the correct demonstration of the motion. If an alternative main motion is used, the member will not be given credit for an additional motion. This motion cannot not be used unless it is a required motion.

EVENT SCHEDULE

The event will be held in three rounds: district, sectional and state level competitions. Each chapter may enter one team at the district level with each district forwarding the top two teams to the sectional event. The ten sectional winners are then eligible to compete in the state event.

EVENT MATERIALS

MATERIALS PROVIDED:

- Gavel (teams may use their own gavel if they so desire)
- Digital timers

MATERIALS STUDENTS MUST PROVIDE:

- Pencils

TEAM PRACTICUM

TEAM PRESENTATION

Individual Member Recognition

A member may speak in debate on the main motion and conclude by offering a secondary motion. While it is discouraged, judges will award points accordingly for both the debate and the secondary motion.

Using a Motion Twice

A member’s required motion will not be counted as an additional motion for another member. The person who makes the assigned original main motion will be given credit for an additional motion (10 pts). If an alternative main motion is used, the member will NOT be given credit for an additional motion.

Debate

The top four debates per member will be tabulated in the presentation score. No more than two debates per member per motion will be tabulated, even if the subsidiary motion to extend the limits of debate has been passed.

Time Limit and Deduction

A team shall be allowed eleven minutes in which to demonstrate knowledge of parliamentary law. A deduction of one point/second for every second over 11 minutes will be assessed. Example: 11:05 = 5-point deduction. A timekeeper will furnish the time used by each team at the close of the event.

CHART OF PERMISSIBLE MOTIONS

Motion	Second Required	Debatable	Amendable	Vote Required	Reconsider
PRIVILEGED MOTIONS					
Fix the Time to Which to Adjourn	Yes	No	Yes	Majority	Yes
Adjourn	Yes	No	No	Majority	No
Recess	Yes	No	Yes	Majority	No
Raise a Question of Privilege	No	No	No	Chair Grants	No
Call for the Orders of the Day	No	No	No	No vote, demand	No
SUBSIDIARY MOTIONS					
Lay on the Table	Yes	No	No	Majority	Neg. Only
Previous Question	Yes	No	No	2/3	Yes
Limit or Extend Time of Debate	Yes	No	Yes	2/3	Yes
Postpone to a Certain Time	Yes	Yes	Yes	Majority	Yes
Commit or Refer	Yes	Yes	Yes	Majority	Yes
Amend	Yes	Yes	Yes	Majority	Yes
Postpone Indefinitely	Yes	Yes	No	Majority	Affirm only
Main Motion	Yes	Yes	Yes	Majority	Yes
INCIDENTAL MOTIONS					
Appeal	Yes	Yes (1)	No	Majority	Yes
Division of the Assembly	No	No	No	No vote, demand	No
Division of a Question	Yes	No	Yes	Majority	No
Objection to the Consideration of a Question	No	No	No	2/3	Neg. only
Parliamentary Inquiry	No	No	No	Chair answers	No
Point of Order	No	No	No	Normally no vote, chair rules	No
Request for Information	No	No	No	No vote, chair responds	No
Suspend the Rules	Yes	No	No	(2)	No
Withdraw a Motion	No	No	No	Majority	Neg. Only
MOTIONS THAT BRING A QUESTION AGAIN BEFORE THE ASSEMBLY					
Reconsider	Yes	Yes (1)	No	Majority	No
Rescind	Yes	Yes	Yes	Majority with notice, 2/3 or majority of entire membership	Neg. Only
Take from The Table	Yes	No	No	Majority	No

(1) If applied to a debatable motion.

(2) Rules of Order 2/3 vote, standing rules = --majority

(3) Refer to Robert's Rules of Order Newly Revised, current edition for rule(s).

(4) Refer to parliamentary procedure LDE rules before using these motions in the demonstration.

(5) Only motions listed in the permissible motions chart will be utilized as required motions and allowed as additional motions.

INDIVIDUAL PRACTICUM

KNOWLEDGE PRACTICUMS

INDIVIDUAL ORAL QUESTIONS

The team members (not including the chair) will be asked planned questions which may include one to three parts, relating to their assigned motion and general parliamentary procedure. No one may step forward to help another member answer their individual question. The chair will be asked a question relating to presiding, debate, assigning the floor or other general parliamentary procedures. Each member will be scored a maximum of 6 points for responses to questions. Chair will be scored at a maximum of 6 points.

WRITTEN EXAM (STATE ONLY)

A written exam will consist of multiple-choice questions covering basic parliamentary law and information pertaining to minutes. The maximum score of the six-team members is 75 points and will be used to compute the total team score in each round at the state level. 15 of the 50 written questions will be about taking Secretary notes, seeing that Secretary notes will not be taken during the presentation itself.

SCORING

Teams shall be ranked in numerical order on the basis of the final score to be determined by each judge without consultation. The judges' ranking of each team shall then be added, and the winner will be that whose total of rankings is the lowest. Other placings shall be determined in the same manner (low point method of selection).

GRUISLINES FOR SCORING DISCUSSION

- It is essential that each judge observes and maintains consistent criteria in scoring debate for the duration of the event.
- Judges must overlook personal opinions and beliefs and score debate in an unbiased manner. All debate should be scored at the time it is delivered.

Each time a participant in the presentation discusses any motion, they may earn a score. However, an individual may never earn more than 20 points in a given presentation. The top four debates per member will be tabulated in the presentation score. No more than two debates per member per motion will be tabulated even if an extension of debate is passed.

CHARACTERISTICS OF EFFECTIVE DEBATE

Characteristics of effective debate include the member's ability to state his or her position, provide reason(s) supporting his or her position and tell or encourage the delegation how to vote. The delivery of the debate will include:

- Completeness of thought
- Logical reasoning
- Clear statement of speaker's position
- Conviction of delivery
- Concise and effective statement of debate

Good Debate

A good debate would be characterized by a presentation that includes the components of a good debate as well as the quality of delivery in which the debate is delivered. Those components are:

- States position
- Provides more than one reason supporting the position

- Tells delegation how to vote.
- Is realistic, relevant, and well thought out

Average Debate

An average debate would be characterized by a presentation that includes only one supporting reason or lacks in the quality of delivery. However, the following basic components of a debate will still be included:

- States position
- Provides one reason supporting the position
- Tells delegation how to vote.

Poor Debate

A poor debate would be characterized by a lack of effective delivery, poor grammar, reasoning and substance as well as the omission of one or more components of an effective debate.

SUGGESTED GRADING SCLAE FOR DEBATES

- Good: 4-5 points
- Average: 3 points
- Poor: 1-2 points

GUIDELINES FOR SCORING HOW THE MOTION WAS HANDLED

The motions are scored by the team's ability to properly move and handle them throughout the presentation. This includes making the motion, handling the motion properly by following the salient points and priorities, and coming to a proper conclusion for that ability or motion.

Grading Scale

- Good: 9-10 points
- Average: 2-8 points
- Poor: 0-1 points

GUIDELINES FOR SCORING THE LEADERSHIP OF THE CHAIR

The chair is evaluated by their ability to preside and lead with poise, self-confidence, politeness, and voice.

Grading Scale

- Excellent: 13-15 points
- Good: 9-12 points
- Average: 5-8 points
- Poor: 0-4 points

GUIDELINES FOR SCORING THE POISE OF TEAM

The team is evaluated by their ability to present in a graceful, polite way. The self-confidence and voice of the members is also evaluated.

Grading Scale

- Excellent: 13-15 points
- Good: 9-12 points
- Average: 5-8 points

- Poor: 0-4 points

GUIDELINES FOR SCORING THE GRAMMER OF TEAM

The team is evaluated by their ability to speak with proper grammar.

Grading Scale

- Excellent: 13-15 points
- Good: 9-12 points
- Average: 5-8 points
- Poor: 0-4 points

TIE BREAKERS

In the event of a tie in team scores, the following events will be used in order to determine award recipients:

- 1) Total presentation score
- 2) Total score for questions

IMPORTANT WISCONSIN UPDATES (2018)

The Wisconsin Contest was updated in 2018 to be more closely aligned with the national contest.

Below are some important points to note:

- No salient points need to be announced during the presentation.
- Note Rule #5 on page 14 of the National rules for starting and ending the meeting.
- The main motion will be used as one of the “extra” motions.
- Note Rule #10 on page 15 of the National rules that only the top 4 debates will be counted and must be legal according to Robert’s Rules of Order.
- No Secretary notes will be taken.
 - At state, 15 of the 50 written questions will be talking about taking secretary notes.
- Note Rule #11 on page 15 of the National rules say that time is not to exceed 11 minutes.
- The preferred way for members to know where they are at with timing in the contest is a running digital clock visible to all members competing.
- Per National Rules, Reconsider, Rescind, or Take from the Table cannot be used as extra motions. These are “Bring Back” motions and if used, will only be used as required motions.
- Note to follow the “Chart of Permissible Motions” from Nationals. (There are less motions that will count than have in the previous Wisconsin Contest.)

REFERENCES

This list of references is not intended to be all inclusive.

Other sources may be utilized, and teachers are encouraged to make use of the very best instructional materials available. Make sure to use discretion when selecting website references by only using reputable, proven sites. The following list contains references that may prove helpful during event preparation. The most current edition of resources will be used.

Past CDE materials and other resources *FFA.org*

Robert’s Rules of Order Newly Revised (latest edition)

Dunbar’s Manual of Parliamentary Procedure Test Questions (by Shane D. Dunbar)

Parliamentary Procedure Oral Questions (by Shane D. Dunbar)

Parliamentary Procedure Judging Guide (by Shane D. Dunbar)

Additional references may include FFA New Horizons magazine, the Official FFA Manual, and the FFA Student Handbook.

AGRICULTURE, FOOD, AND NATURAL RESOURCES (AFNR) CONTENT STANDARDS

Measurement Assessed	Event Activities Addressing Measurements	Related Academic Standards
CRP.01.01. Performance Indicator: Model personal responsibility in the workplace and community.		
CRP.01.01.01.c. Evaluate past workplace and community situations and determine how personal responsibility positively or negatively impacted outcomes.	Entire event – total team score Individual Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam	
CRP.01.02 Performance Indicator: Evaluate and consider the near-term and long-term impacts of personal and professional decisions on employers and community before taking action.		
CRP.01.02.01.b. Assess the pros and cons of personal decisions based on their anticipated impact on self and others.	Presentation	
CRP.01.02.02.b. Analyze the pros and cons of professional decisions based upon impact on employers and community.	Presentation	
CRP.02.01. Performance Indicator: Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.		
CRP.02.01.01.b. Assess workplace problems and identify the most appropriate academic knowledge and skills to apply.	Individual Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam	
CRP.02.01.02.b. Assess community problems and identify the most appropriate academic	Individual	

knowledge and skills to apply.	Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam	
CRP.02.02. Performance Indicator: Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.		
CRP.02.02.01.b. Assess workplace problems and distinguish the most appropriate technical concepts to apply.	Individual Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam	
CRP.02.02.02.b. Assess community problems and identify the most appropriate technical concepts to apply.	Individual Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam	
CRP.04.01. Performance Indicator: Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings..		
CRP.04.01.01.c. Evaluate other’s verbal and non-verbal communications (e.g., speeches, presentations, oral reports, etc.) and propose recommendations for improvement in clarity, logic, purpose and professionalism.	Presentation	
CRP.04.01.02.b. Apply strategies for speaking with clarity, logic, purpose and professionalism in a variety of situations in formal and informal settings.	Presentation	
CRP.04.02. Performance Indicator: Produce clear, reasoned and coherent written communication in formal and informal settings.		
CRP.04.02.01.c. Evaluate the effectiveness of different forms of written communication for achieving their intended purpose.	Individual practicum, minutes and other records Team problem-solving practicum	
CRP.04.02.02.b. Apply techniques for ensuring clarity, logic and coherence to edit written communications (e.g., emails, reports, presentations, technical documents, etc.).	Individual practicum, minutes and other records Team problem-solving practicum	
CRP.04.03. Performance Indicator: Model active listening strategies when interacting with others in formal and informal settings.		
CRP.04.03.01.b. Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).	Presentation	

CRP.04.03.02.b. Assess active listening strategies by observing others in formal and informal settings.	Presentation	
CRP.04.03.02.c. Model active listening strategies in formal and informal settings.	Presentation	
CRP.05.01. Performance Indicator: Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.		
CRP.05.01.01.c. Evaluate workplace and community decision-making processes and devise strategies for improvement.	Individual practicum, minutes and other records Presentation Team problem-solving practicum	
CRP.05.01.02.c. Evaluate workplace and community situations and recommend the information and resources needed to support good decisions.	Presentation	
CRP.05.01.03.c. Synthesize information and resources and apply to workplace and community situations to make positive decisions.	Presentation	
CRP.06.01. Performance Indicator: Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.		
CRP.06.01.01.c. Evaluate workplace and community situations and devise strategies to apply original ideas.	Individual practicum, minutes and other records Team problem-solving practicum	
CRP.06.01.02.c. Devise strategies (e.g., ask questions, brainstorm ideas, present facts and information, etc.) to challenge common assumptions in workplace and community situations.	Individual practicum, minutes and other records Team problem-solving practicum	
CRP.06.02. Performance Indicator: Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.		
CRP.06.02.01.c. Evaluate past workplace and community situations and determine how processes and procedures impacted outcomes.	Individual practicum, minutes and other records	
CRP.06.03. Performance Indicator: Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.		
CRP.06.03.01.c. Design a plan of action to introduce a new idea or innovation into the workplace and community.	Presentation	

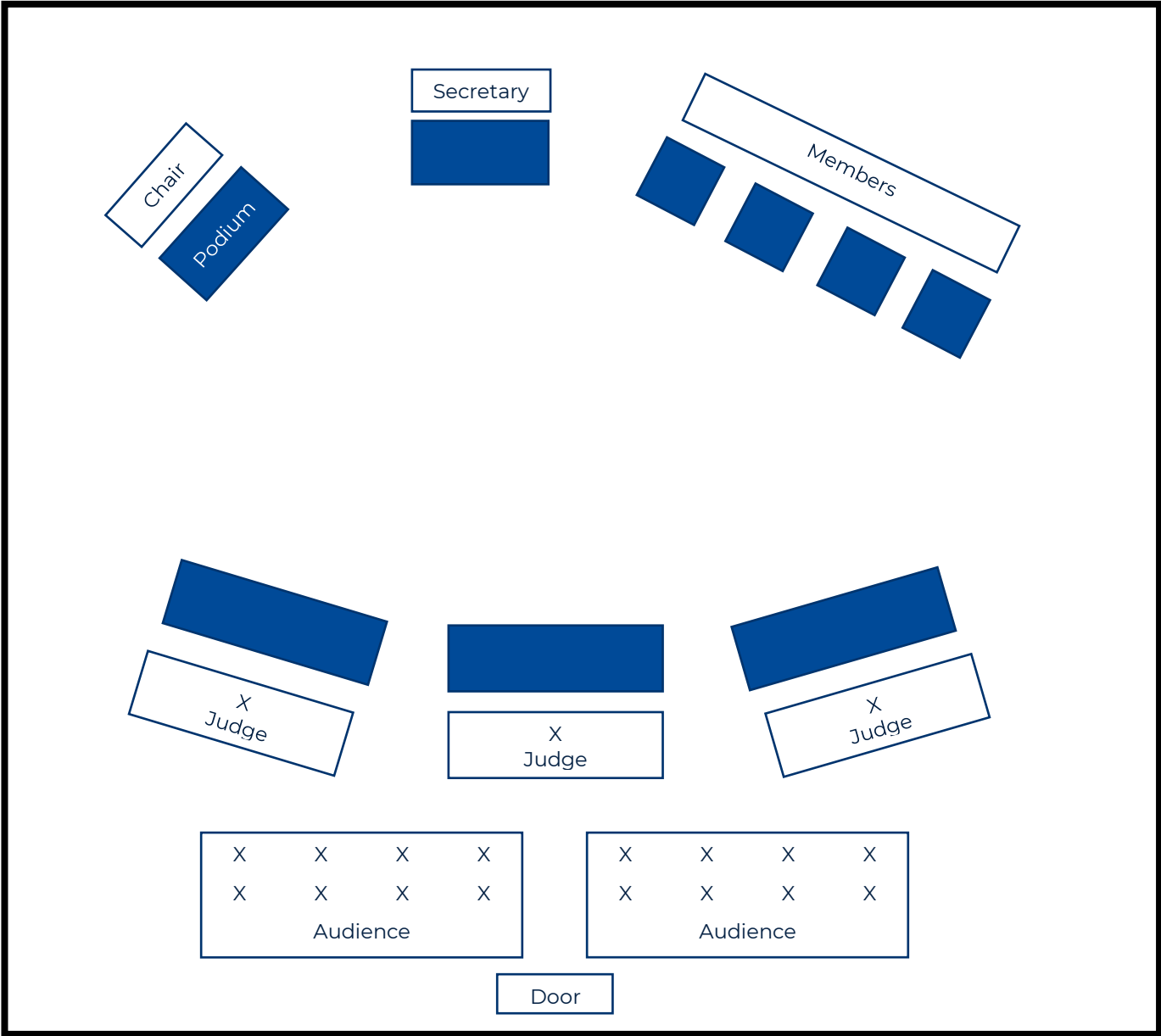
CRP.06.03.02.c. Evaluate and execute strategies for using stakeholder input and feedback to improve a plan of action for introducing a new idea or innovation into the workplace or community..	Presentation	
CRP.08.01. Performance Indicator: Apply reason and logic to evaluate workplace and community situations from multiple perspectives.		
CRP.08.01.01.c. Evaluate how applying critical thinking skills can impact workplace and community situations.	Individual practicum, minutes and other records Presentation Team problem-solving practicum	
CRP.08.01.02.c. Devise strategies to apply reason, logic and input from multiple perspectives to solve workplace and community problems.	Individual practicum, minutes and other records Presentation Team problem-solving practicum	
CRP.08.02. Performance Indicator: Investigate, prioritize and select solutions to solve problems in the workplace and community.		
CRP.08.02.01.b. Assimilate and prioritize potential solutions to solve problems in the workplace and community.	Entire event	
CRP.08.02.02.c. Evaluate and select solutions with greatest potential for success to solve workplace and community problems.	Individual practicum, minutes and other records Team problem-solving practicum	
CRP.08.03. Performance Indicator: Establish plans to solve workplace and community problems and execute them with resiliency.		
CRP.08.03.01.b. Analyze and determine the best problem-solving model to apply to workplace and community problems.	Presentation	
CRP.09.01. Performance Indicator: Model characteristics of ethical and effective leaders in the workplace and community (e.g. integrity, self-awareness, self-regulation, etc.).		
CRP.09.01.02.c. Model characteristics and actions of ethical and effective leaders in workplace and community situations (e.g., integrity, self-awareness, etc.).	Presentation	
CRP.09.03. Performance Indicator: Demonstrate behaviors that contribute to a positive morale and culture in the workplace and community (e.g., positively influencing others, effectively communicating, etc.).		
CRP.09.03.01.a. Identify and summarize respectful and purposeful behaviors that contribute to positive morale and culture in workplace and community settings (e.g., positively influencing others, effectively communicating, etc.).	Presentation	
CRP.09.03.02.c. Model respectful and purposeful	Presentation	

behaviors that contribute to positive morale and culture in the workplace and community (e.g., effectively communicating, recognizing accomplishments of others, etc.).		
CRP.10.02. Performance Indicator: Examine career advancement requirements (e.g., education, certification, training, etc.) and create goals for continuous growth in a chosen career.		
CRP.10.02.01.a. Categorize career advancement requirements for potential careers (e.g., degrees, certification, training, etc.).	Written exam	
CRP.12.01. Performance Indicator: Contribute to team-oriented projects and build consensus to accomplish results using cultural global competence in the workplace and community.		
CRP.12.01.01.c. Evaluate the effectiveness of team-oriented projects at work and in the community and make recommendations for future improvements.	Presentation	
CRP.12.01.02.b. Apply consensus building techniques to accomplish results in team-oriented situations.	Individual practicum, minutes and other records Presentation Team problem-solving practicum	
CRP.12.02. Performance Indicator: Create and implement strategies to engage team members to work toward team and organizational goals in a variety of workplace and community situations (e.g., meetings, presentations, etc.).		
CRP.12.02.01.c. Create novel strategies to engage team members based on the situation.	Entire event – total event score Individual Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam	
CRP.12.02.02.b. Select strategies to engage team members and apply in a variety of situations.	Entire event – total team score Individual Individual practicum, minutes and other records Presentation Team problem-solving practicum Written exam	

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ROOM DIAGRAM FOR PARLIAMENTARY PROCEDURE

A proposed room arrangement is diagramed below. Any deviation from this may be approved at the discretion of the judges in consultation with the event chairperson. All teams in an event will use the same room arrangement.



District # Section# Parliamentary Procedure Rubric – Wisconsin

Chapter Name: Debates – write down pts in the correct box below: Max of 5 pts / debate

Participant	Required Motion	Max 10 pts/ motion	Main	PP Ind	Amend	Refer	PP Def	Bring Back	Additional Motion	Max: 10 pts/ motion	Individual Questions	Total pts
<u>1</u>		<u>0 1 2 3 4 5 6 7 8 9 10</u>								<u>0 1 2 3 4 5 6 7 8 9 10</u>	<u>0 1 2 3 4 5 6</u>	
<u>2</u>		<u>0 1 2 3 4 5 6 7 8 9 10</u>								<u>0 1 2 3 4 5 6 7 8 9 10</u>	<u>0 1 2 3 4 5 6</u>	
<u>3</u>		<u>0 1 2 3 4 5 6 7 8 9 10</u>								<u>0 1 2 3 4 5 6 7 8 9 10</u>	<u>0 1 2 3 4 5 6</u>	
<u>4</u>		<u>0 1 2 3 4 5 6 7 8 9 10</u>								<u>0 1 2 3 4 5 6 7 8 9 10</u>	<u>0 1 2 3 4 5 6</u>	
<u>5</u>		<u>0 1 2 3 4 5 6 7 8 9 10</u>								<u>0 1 2 3 4 5 6 7 8 9 10</u>	<u>0 1 2 3 4 5 6</u>	
	<u>Chair person</u>	Circle above how correct the motion was done...10 is perfect...0 is incorrect...or somewhere in the middle	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>		<u>0 1 2 3 4 5 6</u>	

Debates - top 4 are counted - Needs a beginning, middle and end, minimum pts giving if there is a beginning middle and end is 3 pts, 4 if above ava., 5 if excellent Excellent means it is realistic and relevant to what we are talking about with a well thought out ideal(s)!

	Excellent: 13-15	Good 9-12,	Average: 5-8	Poor: 0-4	
Leadership of Chair		0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15			
Poise of Team:		0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15			
Grammar of Team:		0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15			
Conclusion: Did they arrive at a detailed decision? Or Sent it off to be looked at later? Or/and Finished the who, what, when, where? Or failed it (good reasons why), etc.		0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15			
	Total pts for all Leadership Scores(Max: 60 pts)				
State only: Test Scores (50pts/ test)					
Name #1			Max pts of 46/ member plus 6 for chair	Max pts = 236 pts	<u>Total score for debates/ motions/ individual questions</u>
Name #2				Max pts = 60 pts	<u>Total Score for Leadership</u>
Name #3				Max pts = 75 pts	<u>(At State) Total score for written test</u>
Name #4			Sectionals and District Max pts: 296	State Max pts:371	<u>Cumulative Score</u>
Name #5					<u>Minus any time over – one pt negative/ second over 11 mins</u>
Name #6					<u>Final Score:</u>
Total pts for written test x .25 for weight					<u>Rank</u>

Parliamentary Procedure Allocation of Points

% of Score:
Debates: 20 pts/ person x 5 = 100 pts = approx. 34 %
Motions: 20 pts/ person x 5 = 100 pts = approx. 34 %
Individual Questions = 36 pts = approx. 12 %
Leadership scores = 60 pts = 20%
Total pts at Districts and Sectionals = 296 pts

At State add the test scores
Debates: 20 pts/ person x 5 = 100 pts = approx. 27%
Motions: 20 pts/ person x 5 = 100 pts = approx. 27%
Individual Questions = 36 pts = approx. 10 %
Leadership scores = 60 pts = 16%
Test score (max 300 pts) x .25 (grade weighted)= 75 pts = 20%
Total pts at State = 371 pts