| **Student Name:** Yu Bo Peng |
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| **Motion:** This house will punish juvenile criminals who committed serious crimes as adults |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow) | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are between 5 to 6 minutes’ long!]  Clear hook, I appreciate the restatement of your team’s beliefs, but something more high impact is better suited as an opening.  On juvenile offenders not learning their lesson, the Opposition is not defending letting these criminals get away scot-free. So it’s not the case that they will let them get out without being held accountable.   * So we need to spend time explaining why we think juvenile detentions are too relaxed and too lenient on these criminals first.   + The previous speaker has restated that these centers are quite strict!   On the variety of reasons that contribute to why some teenagers become offenders, we mentioned that this is immaterial, but why doesn’t criminal intention matter?   * We should flip the focus of the debate to the victims of crimes! Explain that the victims of the murders these teens have committed suffered the same! It doesn’t matter that their criminal is 15 or 25, they caused similar levels of harm to society. * This will then disprove their main premise on whether or not it is morally justified to punish them that severely.   While I can agree that the deterrence is stronger for adult prisons, was there ever a problem of a lack of deterrence in the status quo? Is there a rising problem of youth offenders breaking the laws?   * We need to expand the impacting of this problem statement. * Rather than focusing on teenagers learning their lesson as the impact, the better impacting should be on the victims of crimes when these juvenile offenders commit more crimes because they did not learn their lessons.   We need to spend more time explaining the differences between the punishment in juvenile centers vs the punishment in adult prisons, then point out which parts are exclusive to your side.  Please offer more POIs in the debate!  3.52 - We are under-timed today! Try to reach 5 minutes. | | | | | | |