| **Student Name:** Albert Gao |
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| **Motion:** This house would abolish all locked facilities (such as jails, detention centres and correctional facilities) for youth offenders |
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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 5 to 6 minutes’ long!]  We should craft a hook that is high-impact, rather than summative of your position in the debate.  Before the first argument, we should provide the signposting as well as the case set-up:   * What are your definitions of the round? To whom does this policy apply to? * We mentioned our alternatives in the first argument, be sure to place it at the top of your speech. * What is your stance/burden in this debate?   On your first argument:   * While a locked facility may harm one’s education, it doesn’t mean that children are denied education altogether. These facilities often include lessons.   + We should instead make a comparison on the quality of education in these facilities vs what is offered in schools outside.     - What is then the long-term harm suffered by these children when they don’t have access to quality education? * When we explained the alternative measures, could we explain why exactly do you believe these alternatives are more effective or most cost-efficient.   + We need to conclude that ineffectiveness means that these youth offenders end up re-offending once they are released from the detention center.   The point on facilities being a drain on resources is a separate claim altogether.   * Why do you think spending money to keep society safe from dangerous offenders a waste of money? Is this not money well spent? * To prove that it actually does hurt the economy, you have to explain how much money this actually costs and what else would be better spent on. * It isn’t clear why exactly the state would allow these facilities to fall into disrepair, why is upkeep so expensive since you claim it’s poorly funded to begin with?   Please offer more POIs as well!  4.18 - Close to 5 minutes! Push through! | | | | | | |