| **Student Name:** Jennie |
| --- |

| **Motion:** This house would require meat packaging to include graphic images of animal suffering. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   * I like the content of your hook! I think it could have been made a lot better with a bit of a heavier and or more aggressive tone. * Try to be more familiar with your speech before starting - I felt that you were a bit uncertain and anxious today in the ways in which you were moving through your speech. Have a good flow! * Good policy set-up! * I think it’s a good idea to suggest that we need to make sure the animals are being treated well because it directly impacts us too - but could you explain this impact more? It was quite vague to me. * Good explanation on the incentives of a company! I think the impact of it was hindered by the fact that you immediately accepted a POI in between. * You gotta make sure that you have a goal when you are arguing; the speech felt a bit aimless. You wanted to raise awareness, but to what extent? What is the outcome that you hope to get from a higher level of awareness? * I understand that animal welfare might increase in your world - but this could be better if you could give me more reasons for why people are likely to firstly be sympathetic to the images, etc.   Speaking time: 05:44.99 | | | | | | |

| **Student Name:** Amber |
| --- |

| **Motion:** This house would require meat packaging to include graphic images of animal suffering |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:   * Good hook! I think it took a bit too long though, as it took up almost a whole minute. * I understand where you are coming from for the rebuttal, but I think you wanna make sure to deal with the argument they made about how this would reduce the amount of people who will end up eating meat. * Good call out regarding cartoons. I would make this more deadly for the other side - by saying that their burden is to defend the goriest and most vicious images. * You also wanna prove that people don’t have the responsibility to actively fix issues regarding animals - how and why shouldn’t the average person care?   Speaking time: 05:03.19, good job! | | | | | | |

| **Student Name:** Kyle |
| --- |

| **Motion:** This house would require meat packaging to include graphic images of animal suffering |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments: -   * Very strong hook! I appreciated the emotional aspect of it. * Try to make sure that you aren’t looking down at your paper when you are speaking - I’d like to see your hand gestures and eye contact! * For the rebuttal, you could also argue that parents could shield their children from the worst versions of these images. I do like that you just told me that it's a cost that people should accept though. * You might want to buff up your point about animal suffering - you can do this by talking about a few reasons for why people would stop buying animal meat. Could it be that people deserve to feel bad, etc, because technically they are directly causing it? * You gotta watch your posture! Keep upright and straight. * Good argument re:animal protection! What could the impact of this mean for the average person? Do we have a better connection with animals? * You really stood your ground despite the tough POI’s! Nicely done!   Speaking time: 05:24.34, nicely done! | | | | | | |

| **Student Name:** Aria |
| --- |

| **Motion:** This house would require meat packaging to include graphic images of animal suffering |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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:   * I really like the hook and the way it connects with your main push! * Good signposting! I would like to hear you be more assertive in your tone. Don’t be afraid to take on an angrier tone! * For your rebuttals, you want to avoid it being very detailed based (e.g., what if a kid sneaks in and sees the images?) You must attack the overall tone and principle of the argument. The main message here is that the shock is good because it stops the suffering of animals. What do you have to say about that? * I understand and like the argument that you made regarding how this would impact the economy - but you need to give me more specifics on this. For example, how many products are meat based? Is it a majority of meat products in stores? Is that why the financial loss is so large? * In theory, groceries stores cannot be sued for governmental regulations. I get what you are saying though! Perhaps it could be the case that parents stop bringing their kids to shopping malls overall?   Speaking: 04:27.54, nice! Lets aim for 5 minutes. | | | | | | |

| **Student Name:** Tania |
| --- |

| **Motion:** This house would require meat packaging to include graphic images of animal suffering. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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; exceeding expectations for a child of that level. | | | | | | |
| Teacher comments:   * I like the tone you had in the hook! Keep up that assertiveness! * Good signposting! * Actually, they are going to have the images on burgers, etc too upon a reading of the topic. You wanna make sure to defend even the inconvenient version of your case! * I think you represent the base ideas of your case very well - but you need to be a bit more critical of the case as a third speaker! This means, making sure that you are listening and aware of where your partners arguments need a bit more re-enforcement, etc. The main thing that needed to be re-enforced was the idea that firstly, this would reduce meat consumption + the idea of responsibility. * Really good clash analysis! You want to make sure that you are explaining why your arguments have been proven to be true, etc. * Good clash resolution on the second clash!   Speaking time: 05:17.63, good work! | | | | | | |

| **Student Name:** Ari |
| --- |

| **Motion:** This house would require meat packaging to include graphic images of animal suffering |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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:   * Good and impactful hook! I like the conviction you had in it. * For the rebuttals, you could have gone further - which is children are innocent and not responsible for the way the world is. This is a bit more effective compared to comparing this to drug situations, etc, as these aren’t the same situations. TLDR; less comparisons, more direct reasons for why something is a bad idea. * Don’t take back to back POIs! Good pointing out what can already be solved by existing laws and regulations. Fair point back that this harm (Companies lying about free-range products) is not exclusive to your side. * Be more conclusive in your clash! I wanna hear more reasons for why things are true, etc.   Speaking time: 03:18.58 | | | | | | |

| **Student Name:** Aria |
| --- |

| **Motion:** This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for the ban on animal consumption. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   * Nice opening line! Very good hook that encapsulates the clash of the debate. I appreciated how clear you were on what the comparative of the debate was. * Give me more hand gestures without needing to be prompted! * Don’t be distracted, or in this case, reliant on your partners to give you hints on where to go and what to say! * Good focus on animal suffering - you had some powerful analysis here on why this contradicts the needs of an animal. But remember, you need to analyse the incentives of the movement - what do they stand to benefit from taking on the no kill position? How do they get more support, etc?   Since your teammates weren’t so clear about it - you could have focused on the incentives and explaining what they look like in the context of this debate!   * You wanna make sure that you are actively explaining which incentive matters the most to the judge - remember this is an actor motion! * You want to make sure that you are structuring your claims; follow the Claim-Reasoning-Impact model!   Speaking time: 04:43.40, nicely done! | | | | | | |

| **Student Name:** Sonja |
| --- |

| **Motion:** This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for the ban on animal consumption. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   * Nice hook! I love the energy at the beginning. Great clash identification in this speech! * Try to make sure that you aren’t looking at the paper for too long - You gotta lock the eye contact in for the judge! * For rebuttals, you want to go ahead and directly respond and explain why the logic they use is faulty. * Good focus on animal suffering - you had some powerful analysis here on why this contradicts the needs of an animal. But remember, you need to analyse the incentives of the movement - what do they stand to benefit from taking on the no kill position? How do they get more support, etc?   Since your teammates weren’t so clear about it - you could have focused on the incentives and explaining what they look like in the context of this debate!   * You wanna make sure that you are actively explaining which incentive matters the most to the judge - remember this is an actor motion! * Don’t pause your speech to take a POI! Wait till you are done with your sentence or segment. * When comparing the two sides, you can go on a basis of you being more true, more reasonable, etc.   Speaking time: 03:42.90, nicely done! | | | | | | |