| **Student Name:** Tania |
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| **Motion:** THW ban the use of animals in sports and entertainment |
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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: Speaking time: 05:10.65, nice!   * Nice hook! I like that you had your own spin on the suggested hook! * Good hand gestures and eye contact! Good signposting! * Entertainment could also include movies, etc. Good explanation on how things will work in your world. * I understand what you mean that animals don’t get paid and etc - but I think you want to go further here to show us just how bad this is that we do this to animals; we capture animals from the wild when they could instead be with their own kin, etc. Is that morally right? * I think this speech could have benefited with more illustration; illustration means that you are actively painting a picture of what is happening on the ground. For example, when you said that animals will be treated badly, what does this look like? Give me the details here that captures the horror; because I may not realise the impact and magnitude otherwise! * Very well done on the pre-emption! (Re: business may suffer.) For the future, make sure that you are detailing the comparative! E.g., if you say that we treat animals better, tell me how immediately! | | | | | | |

| **Student Name:** Jennie |
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| **Motion:** THW ban the use of animals in sports and entertainment |
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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 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: 05:35.75   * Very well done on the hook! I appreciate that your hook really reflected the main push of your case. * I think you want to make sure to not lose out on your clarity; take your time to move through your prepared material. For example, I don’t think you took any pauses when you were talking about the hooks – which meant that at some points you were struggling to get words out! * Rebuttals   + Good rebuttal that there is a bond! Perhaps you could go further to explain why people love their animals and thus treat them well. * 1st: Jobs   + I appreciate the explanation at the beginning on why people are quite dependent on these jobs. I think before you make an argument like this, you need to give me a contextual set-up; this could look like talking to me about what kind of scale these industries have - e.g., do they employ millions, etc? Can they move out of this industry?   + Remember to always show me the risk of your harms happening! This is connected to your argument about how people lose their jobs and can’t get jobs. Tell me how likely it is for people to really not be able to get a job post firing? * You got thrown off a bit by the POI; keep your cool! | | | | | | |

| **Student Name:** Aria |
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| **Motion:** THW ban the use of animals in sports and entertainment |
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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 |
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| Teacher comments: Speaking time: 05:01.76, nice!   * I like the content of your hook! I think you need to bring some dramatics to it; for example, you talked about a horse that is being violently treated and kept in a bad environment. Your tone should really match this scenario! * Try to make sure that you are not having awkward pauses in your speech! I feel that you need to spend more time perusing your speech before you begin speaking. * Good job for telling me the expectations of the animals! I think you would have benefited from perhaps giving me more details here; e.g., that they are expected to perform at peak level all the time and then risk punishment when they naturally falter. * Good increase in eye contact and hand gestures today! Good response to the POI as well; you could have gone further to explain that the good treatment does not matter if it means that we are still exploiting another living creature. * I would like you to ground your arguments more; for example, when you say we are going to impact animals by protecting them from exploitation; give me the step A-Z. How does this argument work from the moment we ban the animals in these industry to the conclusion of your arguments? * Good response to the POI! | | | | | | |

| **Student Name:** Maddie |
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| **Motion:** THW ban the use of animals in sports and entertainment |
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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 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: 05:16.60, nice!   * Good pinpointing of the main clash and content of the debate! * Good signposting!   Rebuttals   * I understand the need to explain that animal abuses are not the majority. A better way to say this is to say that the proposition is being extreme. This means that they are focusing on something very small and blowing it out of proportion. * Even though I agree abuse may not be something the majority do; but you do need to deal with the ones who do commit abuse. You could perhaps say that we support strong punishments etc to prevent this and punish perpetrators.   Argument: This causes people to have better relationships with animals.   * I think this is a good argument and appreciate the details re: Harry Potter, etc. I think you want to use language that doesn’t undersell the argument though; instead of saying things like AT LEAST they are being fed, you should first talk and explain about how these animals are treated well and given a much better life than they would have in wild, vs just going straight to the bare minimum outcome which is that they have food to eat. Don’t undersell! * When you explain the argument about abuse, etc, tell me the comparative! | | | | | | |

| **Student Name:** Kyle |
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| **Motion:** THW ban the use of animals in sports and entertainment |
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| 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:   * Much better assertiveness in your tone during the hook! Remember to keep up the eye contact and hand gestures though. * Good illustrations on how animals suffer! Remember to tell me how sports and or entertainment exclusively contributes to these kinds of harm to animals; is it because these industries exclusively treat animals terribly? How so? * For the rebuttal on how these animals suffer, you can provide a unique characterisation, which is that these animals tend to suffer the most because the sports industry has a huge motivation to run these animals and work them as hard as possible for maximum entertainment; same with the entertainment industry. * I think for the argument about animals deserving better, there is actually a hard thing for you to prove. That thing is that animals deserve their freedom regardless of the alternative life they live. If you are arguing for a principle, make sure to not make the principle contingent!   Speaking time: 03:04.32, lets aim for 4 minutes next time! | | | | | | |

| **Student Name:** Marcel |
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| **Motion:** THW ban the use of animals in sports and entertainment |
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| 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 |
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| 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 hook! * I think you had a good logical observation of the entertainment industry; you could also go further to say that most movies and or shows really don’t want to risk being cancelled! People will absolutely find out if you are abusing animals (Especially if you are a large movie/sport.) * If you need some time to respond to a POI, make sure to do something that allows for you to take some time, e.g., drink water when the opponent is asking the question, etc. Don’t be thrown off by a POI! * I think you want to acknowledge that no side is perfect in terms of animal abuse; there will be animal abuse in both worlds. The difference with the side of proposition, is that they allow for large industries that have a historical track record of treating animals better to exist! That is the difference between both sides. * Don’t let the reactions of your opponents distract you from doing the debate right! * If you are explaining that animals will be treated better, you need to give me the steps for how this happens from A - Z! Take me through each step. * Make sure to please do a comparison! By the end of your speech, I wasn’t sure why you were better altogether.   Speaking time: 04:28.95, let’s aim for 5 minutes next time! | | | | | | |

| **Student Name:** Ari |
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| **Motion:** THW ban the use of animals in sports and entertainment |
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| 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 |
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| Student applied feedback from previous debate(s). | N/A | 1 | 2 | 3 | **4** | 5 |
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| Teacher comments:  Speaking time: 04:08.86, lets aim for 5 minutes next time!   * Nice opening line! I like how real you were in it. Great observations on the debate! * Try to make sure that you are providing some rebuttals first to the speaker before you! This is because this helps me buy into your arguments. * I think you could have proven something that your teammates did not prove; which is that it is perfectly okay for animals to live in the wild. Even if they have a better standard of living under humans. This is because they still are deserving of their freedoms, etc. * Very strong rhetoric! Please make sure to slip in some logic here to go along with your rhetoric! * I appreciate that you acknowledge where your opponent is correct and deal with that accordingly! * You should take the time to really explain how bad these industries are - how badly are they treated! | | | | | | |

| **Student Name:** Sonja |
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| **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. |
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| 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 |
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| 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! | | | | | | |