| **Student Name:** Sonja |
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| **Motion:** THBT the only consideration in criminal sentencing should be rehabilitation. |
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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 |
| Competition Score: | 69 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:  Speaking time: 04:05.66, good work!   * Good signposting and set-up! * Try not to acknowledge when you misspeak; e.g., for a small stutter or pause, you don’t need to apologise! * When it comes to details; try to make sure that you are giving me an illustration of how it happens - e.g., someone who enters prison will go through counselling, etc. * I like that you are pre-empting what the opposition will say; try to also make sure to first answer the question of whether being harsh to begin with is a good or bad thing! * Try not to laugh when you respond to a POI! * Try to wrap up and move along to your argumentation by around 1:30ish - the set-up should not take longer than that! * When you explain that retribution won’t help, try to tell me why that is the case to begin with. Could it elicit more anger from prisoners, etc? * I think you can also explain that prison is still really bad even without the retribution angle; you are separated from your family and friends, etc! | | | | | | |

| **Student Name:** Tania |
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| **Motion:** THBT the only consideration in criminal sentencing should be rehabilitation. |
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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** |
| Competition Score: | 70 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:  Speaking time: 06:21.76, good work!   * Nice opening line! Good rheotoric! * Good signposting! * I like the idea that you won’t get punished properly; why so? Try to elaborate this out for me since it’s the main premise of the idea! * Try to stay on track; I felt like taking the POI at the very beginning of your speech before you got into the policy was not a great idea as it got you talking about the question as compared to the actual content needed! * Try to explain how retribution helps you to recover; you should explain that the main point of the prison is to make sure that they are not returning to prison - even if it means that we need to give them an incredibly bad experience, that is worth it because they would never want to return to prison! * Try to explain to me why it is likely to be bad for victims of crimes; what happens to the victims of crime in this world? How do they end up? Try to tell me why it is a bad thing. * I understand that their prisons are probably much better compared to the ones in your world; but is this really a reason for people to not take prison seriously? Try to focus on the more realistic angle! * Time management was an issue! You only entered the argument at around 4ish minutes. * Try to make sure that you are structuring out your argument! Use the Claim - Reasoning - Impact approach! * The argument and the case is not so much about whether people deserve prison or not; they will be sent to prison regardless. The question is more about how they should and will be treated while they are in prison. Try to focus on this more! * For a criminal justice debate, try to make sure that you are linking your arguments with the overall goals of the CJS; this could link back with things like deterrence, etc. * Try to also compare the benefits of your side with the other side; I wasn’t too sure about what exactly it is that we are gaining on your side. Try to make this explicit to me! * You could also respond and talk to the other side about how and why your side is more likely to help rehabilitate people! This is the most important aspect of the speech. | | | | | | |

| **Student Name:** Catherine |
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| **Motion:** THBT the only consideration in criminal sentencing should be rehabilitation. |
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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** |
| Competition Score: | 70 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:   * Try to give me a hook; this means a dramatic opening line to really illustrate your case! * Rebuttals: I think you have good identification - try to really explain what the impact of punishment is in this debate. Does it cause resentment? Does it allow abuse in prisons? * Good work for telling me about how prisons are still horrible; try to go further to tell me about how and why things like being separated from friends or family is bad enough to keep people in check? * The POI has a point; you could actually answer it by saying that you cannot really rehabilitate someone when you are placing them in a terrible environment! * A core argument is actually how receptive these prisoners are to rehabilitation; when you provide a more comfortable situation - they are more happy, willing to work with you, relaxed, etc. It's all about relationships! * I like the argument that some people become criminals due to terrible circumstances compared to just maliciousness; try to make sure that you incorporate some pre-emption here! The pre-emption is that they should have known better - this is where you can bring up things like how poverty causes you to commit crime, etc! * Remember to also prove how your benefits happen! (E.g., that the career criminal changes despite the circumstances they are put through.   Speaking time: 06:04.72, good work! | | | | | | |

| **Student Name:** Katherine |
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| **Motion:** THBT the only consideration in criminal sentencing should be rehabilitation. |
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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 |
| Competition Score: | 70 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:   * Try to make sure that you are starting your speech with a strong hook! This looks like a dramatic opening line to capture my attention. * Excellent tracking of the other side. For the rebuttals, you could also point out that it is not fair to continue punishing them just for the victim; the criminal justice system has to be fair for both victims AND criminals. This means being fair and balanced, in order to make sure that society trusts the system. Does this move track with them? * Try not to take a POI in the middle of your argument; try to finish your sentence first and then move on to answering the question! * Try to make sure that you are impacting your arguments! There are a few impacts here that you could really think of;   + Prisoners in prison; they become more violent and or more criminal than previously - this is because they are stuck in prison for more years! This results in huge implications for both society and everything else. * I like the idea that people will try to keep going back to prisons if they can’t find opportunities or chances outside, try to explain this more for me! I think I needed a bit more reasons for this though. * Tell me the value of more criminals feeling more heard will help society!   Speaking time: 05:06.86, good work! | | | | | | |

| **Student Name:** Amber |
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| **Motion:** THBT the only consideration in criminal sentencing should be rehabilitation. |
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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** |
| Competition Score: | 70 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:   * Interesting start - try to get to the impacts of the hook sooner though! * I understand what you are trying to say when you say that people need to be punished; but try to take the other side's case into account though. They did give us quite a few reasons as to why the prison experience still isn't good; due to separation from the society, etc. How do you respond? * The argument and the case is not so much about whether people deserve prison or not; they will be sent to prison regardless. The question is more about how they should and will be treated while they are in prison. Try to focus on this more! * For a criminal justice debate, try to make sure that you are linking your arguments with the overall goals of the CJS; this could link back with things like deterrence, etc. * Try to also compare the benefits of your side with the other side; I wasn’t too sure about what exactly it is that we are gaining on your side. Try to make this explicit to me! * You could also respond and talk to the other side about how and why your side is more likely to help rehabilitate people! This is the most important aspect of the speech.   Speaking time: 06:31.76, good work! | | | | | | |

| **Student Name:** Maddie |
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| **Motion:** THBT the only consideration in criminal sentencing should be rehabilitation. |
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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** |
| Competition Score: | 70 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:  Speaking time: 05:38.84, good work!   * Good opening! I would actually focus on getting straight into your impacts though; try to really convince me about the value of treating these people well! * Try to make sure that you clean up the debate after your opponents have cast a bunch of aspersions over you; for example, they basically are suggesting that you won’t punish people. That isn’t true! * Try to make sure that you hit the hardest parts of the other side first in order to get maximum points for reasonability; the hardest part of the opposition would be that there is a person who cannot be rehabilitated - how do you respond? * Try to make sure that you tell me all about the benefits of placing them in humane environments; you could say that we do not put these people in terrible situations that cause them to harden up and embrace the worst criminal aspects around them? * Try to make sure to tell me about the process of becoming better; this means that you need to tell me about why your system will actually change people to become better or good members of society? | | | | | | |

| **Student Name:** Aria |
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| **Motion:** THBT the only consideration in criminal sentencing should be rehabilitation. |
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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 |
| Competition Score: | 70 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:  Speaking time: 05:40.76, good work!   * Good example in the hook! * I think it would be good if we started by explaining how and why victims were so outraged; is it the case that they do not feel like the law really values what happened to them? Do they feel like perhaps the law did not take it seriously enough? * Try to be reasonable; this means, taking into account the other side's best case scenario - the other side's best case scenario is that they aren't being treated like heroes, but they are treated like humans. Engaging with the crackers, etc, argument isn't the best idea! * The argument and the case is not so much about whether people deserve prison or not; they will be sent to prison regardless. The question is more about how they should and will be treated while they are in prison. Try to focus on this more! * For a criminal justice debate, try to make sure that you are linking your arguments with the overall goals of the CJS; this could link back with things like deterrence, etc. * Try to also compare the benefits of your side with the other side; I wasn’t too sure about what exactly it is that we are gaining on your side. Try to make this explicit to me! * You could also respond and talk to the other side about how and why your side is more likely to help rehabilitate people! This is the most important aspect of the speech. The argument and the case is not so much about whether people deserve prison or not; they will be sent to prison regardless. The question is more about how they should and will be treated while they are in prison. Try to focus on this more! * For a criminal justice debate, try to make sure that you are linking your arguments with the overall goals of the CJS; this could link back with things like deterrence, etc. * Try to also compare the benefits of your side with the other side; I wasn’t too sure about what exactly it is that we are gaining on your side. Try to make this explicit to me! * You could also respond and talk to the other side about how and why your side is more likely to help rehabilitate people! This is the most important aspect of the speech. | | | | | | |

| **Student Name:** Ari |
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| **Motion:** THBT creating new lead characters for minorities is better than recasting them in existing roles already played by other actors/communities . |
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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** |
| Competition Score: | 69.5 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments: 05:01.99, good work!   * Nice example in the hook! * Try to make sure that you point out that the other side is arguing through examples only! * Try to make sure that you are recapping the reasons for why your argumentation/team's argumentation was true to begin with; it seems a bit too dismissive right now! Try to take their unique desires and impacts into account. * Try to make sure to tell me why people will not be accepting of the rewrite; it isn’t just because of racism, but it is also the case that minorities may feel like they are being used as props for profit. Besides, it may also be a lot of pressure for the one actor to carry the hopes and dreams of their own community! * I like the way you explained that these original works will produce better outcomes for the people who matter the most; try to make sure to then tell me all about why it is the case that these movies will succeed! It could be the case that people in general!   Speaking time 05:50.32, good work! | | | | | | |