| **Student Name:** Tania |
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| **Motion:** THW require defendants in the criminal trials to be exclusively represented by public defendants. |
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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:  Speaking time:   * Good hook! Try to compose yourself though; I know that you felt underprepared, but you must make sure that you do not show your nervousness to the audience and the judges. * Good presentation and volume projection! * Set-up; fair definition of a public defender. Try to make sure that I understand more about how and why public defenders are faced with a lot of difficulties, etc. * Argument 1: Fairness   + Try to first set-up this argument by first giving me an overview of the situation in the world today. It could look like how private lawyers have a lot more resources, etc.   + Try to make sure to tell me about how public defenders will change and become better as a result of this move. The argument of public defenders getting scraps was solid. You could explain that this move will change things up in the sense that the public may want to give more money and assistance to the public defenders, as they now know that they could be represented by one in the future.   + For your impacts, you could talk about the perception of fairness and how the public may react when they feel that the court is not fair to the defendants.   + Try to tell me about how the private lawyers will react to this field; you could try to pre-empt this!   + Good rhetoric usage!   Speaking time: 05:01.84, good work! | | | | | | |

| **Student Name:** Amber |
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| **Motion:** THW require defendants in the criminal trials to be exclusively represented by public defendants. |
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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: 04:56.80, good work!   * Nice opening line! Good rheotoric! Good pacing and control. You had a very commanding presence. * Remember that you need to make sure to have a set-up; a set-up means that you gotta give me definitions as well as a counter-policy for how people would use a public defender. * Try to make sure that you are structuring your speech according to structure that you know. The structure goes for a first speaker as:   + Hook   + Signposting   + Countermodel   + Rebuttals   + Arguments   + Conclusion. * For the argument about people quitting as a public defender, this needs quite a bit of explanation and illustration first. Try to talk to me about the depth and amount of work that these public defenders have to do right now in SQ; talk about the ratio of defendants to public prosecutors, the terrible pay and conditions, etc. This makes things a lot more believable. * I think that you don’t need to acknowledge that the point is fair from the other side; it’s actually very unfair. They are essentially hoping for the best and for the public defenders to do their best despite being set up for failure. * Try not to refer to underprivileged people as the ‘poors’ as it could be slightly offensive! * You could also point out that some people truly need the best lawyer possible as they have barriers like racial bias, etc, that happen in the court.   Speaking time: 04:56.80, good work! | | | | | | |

| **Student Name:** Sonja |
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| **Motion:** THW require defendants in the criminal trials to be exclusively represented by public defendants. |
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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** |
| Competition Score: | 71 | | | | | |
| 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:   * Nice hook! Good hand gestures and rhetoric as well. You had a good presentation presence today. * Try not to focus too much on the hook though; you only made it into your set-up around 1:30! * Try to make sure that you are following the flow of a second speaker which is:   + Hook   + Signpost   + Rebuild   + Rebuttal   + Argument   + Conclusion * Because of the passion of the public defenders, I wasn’t sure about the point or relevance of this argumentation. Try to make sure that you are linking this to the main point or overall point that you’re trying to talk about. * You could give me more analysis for why the rich will ask for further assistance to be given to public defenders; is it because the public defenders will now be the only option people have, and thus people will make sure to pressure the government to increase funding and support for these public defenders? * You can go ahead and explain that the rich usually have connections to the government, people in power, etc, thus why they are likely to be listened to. * The argument about lawyers being terrible in court was quite well executed. Try to think further about the impact of this; what might this do to victims? Does this mean that victims maybe get discouraged from coming forward?   Speaking time: 05:40.21, good work! | | | | | | |

| **Student Name:** Katherine |
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| **Motion:** THW require defendants in the criminal trials to be exclusively represented by public defendants. |
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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 |
| Competition Score: | 71 | | | | | |
| 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 to start with a lot more stage presence; try to make sure that you start with strong eye contact and a high level of volume or force! * Try to make more eye contact; I think you’re looking at the paper a bit too much! * Rebuttal   + Hard work - I understand that these people have worked hard and deserve a lot of cash; but try to make sure you really prove that people will not represent the public. You can point out that these lawyers can jump to different fields, etc.   + You can also explain that this could prevent people from wanting to become lawyers to begin with or wanting to do criminal law at all; this is terrible as people end up dropping out of criminal law and nobody gets good representation anyway.   + You can go further to really bury this point by saying that this is actually a really bad idea because this is going to collapse the public defense system as a whole as this just means more work for the public defenders! * Good control over accepted POIs! * You can try to go further on the idea that people deserve to have representation they choose and support; you could argue that some people really need the best possible defense as they are facing barriers like racism, etc. * Try to switch up your tone and try to make sure that you are incorporating some emotional tones in your speech!   Speaking time: 05:23.86, good work! | | | | | | |

| **Student Name:** Aria |
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| **Motion:** THW require defendants in the criminal trials to be exclusively represented by public defendants. |
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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** |
| 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:   * Impressive start to the speech! * Good eye contact! * Good hand gestures and signposting! * Rebuttals - good tracking of the other side; for the funding argument, try to make sure that you show that this will actually happen, You could argue that this is necessary for the government as the government has to make sure that people are going to represent well and also that there is no other option for this people anyway! * You could actually go further to talk about how this helps public defenders as people; it could be the case that now public defenders get better treatment and conditions at work which could convince more people to end up becoming public defenders! * Try to make sure that you are structuring and signposting throughout your argumentation. This is gonna really help to make sure that the judge is tracking everything you’re saying! * You could actually argue that most criminal lawyers will be a part of the system; it could be the case that they are passionate about what they do as well, etc!   Speaking time: 04:51.14. | | | | | | |

| **Student Name:** Maddie |
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| **Motion:** THW require defendants in the criminal trials to be exclusively represented by public defendants. |
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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: | 72 | | | | | |
| 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:   * Nice hook! * Good stage presence; I think that you need to up your hand gestures though as you aren’t giving me enough! * Rebuttals: If you will be rebutting someone in your argumentation, you can go ahead and point out that you will be integrating your rebuttals into your argumentation! * You can try to go further on the idea that people deserve to have representation they choose and support; you could argue that some people really need the best possible defense as they are facing barriers like racism, etc. * Try to switch up your tone and try to make sure that you are incorporating some emotional tones in your speech! * Good use of pacing and structure! * I understand that these people have worked hard and deserve a lot of cash; but try to make sure you really prove that people will not represent the public. You can point out that these lawyers can jump to different fields, etc. * You can also explain that this could prevent people from wanting to become lawyers to begin with or wanting to do criminal law at all; this is terrible as people end up dropping out of criminal law and nobody gets good representation anyway. * You can go further to really bury this point by saying that this is actually a really bad idea because this is going to collapse the public defense system as a whole as this just means more work for the public defenders! * Good control over accepted POIs! * Excellent impacting re: how this contributes to mass incarceration! * Great work in identifying the argument re: how people end up getting worse representation; remember that poorer people suffer the most!   Speaking time: 05:18.42, good work! | | | | | | |

| **Student Name:** Kyle |
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| **Motion:** THW require defendants in the criminal trials to be exclusively represented by public defendants. |
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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:   * Good hook! * Try to make sure that you’re making eye contact; this really helps with your credibility! * Try to make sure that you are actively considering the impact of your rebuttals on the arguments; tell me about how and why your arguments have devastated the other side! * I think that your stage presence was not as great in this speech; it could have been so much better! Try to make sure that you are making eye contact and actively considering the end outcomes of the case. * Try to make sure that you are giving me numerous layers or reasons for why public defenders will end up being joined by the private lawyers! * You could actually go further to talk about how this helps public defenders as people; it could be the case that now public defenders get better treatment and conditions at work which could convince more people to end up becoming public defenders! * Try to make sure that you are structuring and signposting throughout your argumentation. This is gonna really help to make sure that the judge is tracking everything you’re saying! * You could actually argue that most criminal lawyers will be a part of the system; it could be the case that they are passionate about what they do as well, etc!   Speaking time: 03:54.74, good work! | | | | | | |

| **Student Name:** Catherine |
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| **Motion:** THW require defendants in the criminal trials to be exclusively represented by public defendants. |
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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: | 71 | | | | | |
| 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! * Good building of context in the beginning of the argument! * I think you had good rhetoric in this speech; but you gotta make sure to couple the rhetoric with your tone! This makes your argument much more compelling and effective. * Try to make sure that you’re making eye contact with the judge! * I think that you want to actually point out that there is a good reason for why private lawyers are a thing; private lawyers contribute to the development of law, best practices, etc. This is a wonderful impact to explore as it shows that people will be impacted by a lack of private criminal lawyers. * You could also point out that people being forced to use public defenders does not mean that public defenders automatically become better; this just means that the public defenders end up in an even worse position than usual! * Try to make sure that you are actively telling me about what the impact may be if people drop out of being a criminal lawyer; does this mean we lose talent away from the legal industry? * You can try to go further on the idea that people deserve to have representation they choose and support; you could argue that some people really need the best possible defense as they are facing barriers like racism, etc. * Try to switch up your tone and try to make sure that you are incorporating some emotional tones in your speech!   Speaking time 04:30.54, good work! | | | | | | |

| **Student Name:** Ari |
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| **Motion:** THW require defendants in the criminal trials to be exclusively represented by public defendants. |
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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: | 71 | | | | | |
| 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! * Good building of context in the beginning of the argument! * I think you had good rhetoric in this speech; great hand gestures too! * Good signposting! * Good tracking of the other side; you can go further on the argument of workload which is that the government is likely to increase their funding and resources for the public defenders! * You could actually go further to talk about how this helps public defenders as people; it could be the case that now public defenders get better treatment and conditions at work which could convince more people to end up becoming public defenders! * Try to make sure that you are structuring and signposting throughout your argumentation. This is gonna really help to make sure that the judge is tracking everything you’re saying! * Try to make sure that you are talking about why the number of public defenders will increase; since this is what your argument is mainly about, you gotta make sure to fortify this part of the argument! * I like that you were hitting the right aspects of your speech; try to make sure that you are layering all your reasons with at least 3 sub-reasons! * I think there is an assumption in this speech that private lawyers will automatically become a public defender; try to make sure to prove this!   Speaking time: 04:45.16, good work! | | | | | | |