| **Student Name:**  Tania |
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| **Motion:** TH Prefers a world where technocrats run the government, as compared to elected representatives. |
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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: | 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:   * Hook was easy to understand, but we want to make it “interesting” to the audience! * Good adjustment for the hand gestures! * Good flow and signposting! * Technocrat; you could also point out that these are people who are technically skilled: e.g., doctor, etc. I think an illustration here for how this would work would be good too - for example, a very experienced doctor would lead the health ministry, etc. * Make sure to not take a POI in the middle of your argument; wait till you’re done and then take the POI! * You could actually point out that corruption is likely to be a career ender if you are a technocrat; for example, if you are a professional and you are known by your peers to be corrupted, you won’t be able to get far and or stay in the industry anymore! * You could go a bit further for the technocrat not being corrupted; technocrats don’t need to be elected, which means that they don’t need to worry about things such as campaign funds, getting votes from the voters, etc. * Try to make sure that you are proving the main assumptions of your speech! For example, you said that technocrats care about the country and want the best for the country. This is pretty much the main assumption of your case - so it’s very important that you layer this and explain how and why this will happen! * Good analysis on why technocrates are good, that they are specialists in what they do. Please explain this further. What exactly is it that they are good at? Is it better policies that are inclusive, that focuses on infrastructural development, or environmental consideration, or what is it? * I think you could have used a tone that was a bit more assertive! I think projecting your voice to be louder would be great as well.   Speaking time: 06:30.99, good work! | | | | | | |

| **Student Name:**  Ari |
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| **Motion:** TH Prefers a world where technocrats run the government, as compared to elected representatives. |
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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:   * Hook was easy to understand, but we want to make it “interesting” to the audience! * Ari, why do you sound like that? I need to hear a much more confident tone! Keep the volume projection up. Good signposting! Good improvisation of sounding stronger/ more confident when asked to – but this needs consistency! * Rebuttal - Leaders want to stay in power - I think it would be good for you to point out that the possibility of technocrats are more likely to be corrupted; this is because they are not accountable to the public! We cannot kick them out of the government, etc. * Try to make sure that you’re responding to everything, especially the most crucial things from the other side; the main push that they gave in their speech was that an elected representative would not be able to help and or want to pander to the people who matter the most. * “Electing people gives a sense of community” – is a clear direction. I am however unclear “how exactly” you are achieving that. * “Successful civilization” is a too high burden to prove – instead try to use a smaller burden like: average citizens are benefitted more, and so on! * I think we needed a lot more reason for why the elected representative is going to be more knowledgeable about the suffering of the average person. Could this be because they need to pander to the public and or people to win votes? * **You must structure yourself next week. You MUST use CREI to signpost and write out your arguments!** | | | | | | |

| **Student Name:**  Amber |
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| **Motion:** TH Prefers a world where technocrats run the government, as compared to elected representatives. |
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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:   * Hook was easy to understand; good work in terms of identifying the problems with leaders! * I think the start of your speech could have been a lot more powerful if you had a louder volume and or you coupled it with more emphasis via hand gestures! * Try to make sure that you are taking POIs when you are ready; don’t interrupt your own argument to give way to your opponent! * When you are responding, try to dismantle the logic directly as compared to just responding with examples - the example of the US would have been way more powerful if it was preceded by a few logics as to why the democratic system produces worse outcomes. * Try to make sure that you’re following the CREI formula! * You gotta make sure that you are layering each reason you give me; this means, telling me about how and why the arguments are true, etc. * Try to make sure that you are directly responding to the logic and or layers brought by the speaker before you! | | | | | | |

| **Student Name:**  Aria |
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| **Motion:** TH Prefers a world where technocrats run the government, as compared to elected representatives. |
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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:   * I like the hook; make sure to pair it with a loud tone and or projection though! * You hit the nail on the head when you pointed out that people could be good at specific things but that does not mean that you are good at governing; this could be because the technical areas and expertise could be super specific and or not compatible with governing? Beyond that, try to make sure that you’re giving me multiple reasons for this! * It is good to say that people on top do not understand the struggles of the poor, but you need to explain this more! Why do they not understand? Why does it matter? Is it because they do not help others? * In addition to the above, try to make sure that you are comparing the technocrats with an elected representative! This means, that after you talk about all the problems with a technocrat, you should proceed to talk about why the representatives are better. * You could also go for further to talk about the representatives; there is more that motivates them compared to just votes - it is also that they are forced to interact with their voters, they have election cycles to worry about, etc. * I think you could also talk about how technocrats may make decisions that are quite tough and not necessary, without considering the political outcome. For example, a technocrat would likely shut down industries that are not so powerful and or producing much money without much regard for the people employed, but a politician is less likely to be that way. They are less likely to be that way as they need the public on their side! * I think the flow of this speech could have been better; at times, the pauses were a bit awkward and too frequent!   Speaking time: 06:41.58, good work! | | | | | | |

| **Student Name:**  Maddie |
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| **Motion:** TH Prefers a world where technocrats run the government, as compared to elected representatives. |
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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:   * Good signposting and flow! * Good clarity and approach to the argument! * I approach your rhetorical approach to rebuttals; but I am noticing that you have a tendency to sometimes respond with rhetoric - so make sure that you are coupling the rhetoric with some logical takedowns of the other side! * I appreciate the checks and balances you mentioned earlier; but you gotta make sure you tell me what these checks and balances are and why they work! * I think that you would benefit from arranging your speech into a few distinct clashes. The clash is this debate is pretty much: 1. Will this government be better at governing? 2. Which government is more accountable? * In addition to the above, the issue of accountability was something that your side was actually losing - mostly because not much was said about this in response to what was said already! So, a good approach would be for you to either tell me why accountability is not really a thing in either world (E.g., because look, democracies are flawed due to gerrymandering, etc.) OR for why you can have good accountability - a technocratic government is a government that has KPI’s, metrics of achievement, etc. * Try to make sure that you are explicitly talking about **how** your arguments are going to materialise; for instance, if you’re talking about how a technocratic government will focus on the people, how will this happen and why? | | | | | | |