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

| **Motion:** THW introduce a minimum racial quota in Police Forces. |
| --- |

| 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: 05:52.65, good work!   * Good start to the hook! But next time, try to have an example to go along with what you’re saying; this could look like an example of George Floyd, etc. * Model: ⅓ is a fine standard to have. Try to give us a more in depth explanation for how you would attempt to encourage the minorities to get into the police force; also, what might your plan be if you are unable to fill these quotas! * The speech could benefit with a more influential starting, maybe use a story/example/quote/stance. * 1st: Reduction of Discrimination * I like the idea that minorities may be more aware of racial stereotypes etc; try to tell me what the process of removing the bias from the other officers in the force is. Remember that we are talking about a small number of police officers who may or may not have much power. * I like the idea that minorities will have role models; try to make sure that you are impacting this! For example, what do more minorities look like in the police? Do minorities feel more comfortable to report/work with the police? * You can go further to talk about the importance of having minorities in the force; this could look like telling me about how minorities tend to live in areas that are high crime and need help the most - this allows them to get police to come to their areas and keep them safe as they trust the police! * The speaker has a good sense of ‘structure’. A little more ‘commanding’ approach to the speech would be great. * The first argument would benefit from examples directly relevant to the motion/context. Hypothetical examples would work too. This is particularly the case with arguments around the subject of minorities. * More work can be done on the level of ‘technicalities’. The impacts mentioned are somewhat underexplained. “How does my approach solve the technical problem at hand” is a good question to ask. |
| --- |

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

| **Motion:** THW introduce a minimum racial quota in Police Forces. |
| --- |

| 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 hook! It really gave me a very good idea of what would be said and what the main point of the speech is. * Good use of hand gestures and eye contact! * For the first rebuttal, you could actually start by saying that there are other reasons for minorities to not want to be a police officer; this could look like poor wages, high risk, high working hours, etc. Try to mitigate the argument to say that we need to make sure we tackle the real problems preventing police recruitment first! * For the second part of the rebuttal, I understand that entering on merit could be much more inspiring; try to tell me about why these officers who enter under the quota would have a compromised quality. You could perhaps highlight that there is an overall lack of people joining the police - and even less minorities. This is why we would have to drop standards! * Try to tell me all about the harm of not having good standards as a police officer; could this result in a member of the public and or even the officer themselves being hurt in the line of duty? * For the argument about discrimination within the force, you could also talk about how this will result in many minorities quitting the force, etc! * The starting was smart. It gave a good perspective of the ‘overall stance’ of the opposition. * While the illustration at the start was good, the explanation lacked sophistication. The context and the first argument felt a little repetitive. A good way to improve here is to think of these ideas as bullet points, where the second point has to be distinct from the first. * The use of examples is impressive. Try to make each example distinct from the other, and connect them with a broader argument. A good way to do this is to think of wide range of different impacts. (Example of additional impact: people/civilians would lack trust towards the police when they know that the selection process isn’t fully based on merit.)   Speaking time: 05:15.49, good work! |
| --- |

| **Student Name:**  Katherine |
| --- |

| **Motion:** THW introduce a minimum racial quota in Police Forces. |
| --- |

| 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 clear start to the speech! Good use of the US examples. I like the emphasis that you were able to place at the end of your sentences + the pauses as well. * Rebuttal 1: Try to be a bit quicker in recapping what the other side said; try to distill it down to its base logic, I understand that there are quite a lot of black people in the US - but that might not translate to merit based hiring! * To bolster the above, you could actually talk to me about how and why the hires would be meritable as well; this could look like, needing the same qualifications, etc. * Try not to lean on the podium, etc when you are speaking. This isn’t as convincing! * I like the logic of the trust argument; try not to skip over how the trust builds though! Remember the analysis about how people distrust even minority police due to their alignment with the system overall. You need to make sure to deal with that! * You could also cover that minority races can result in actually, better crime solving. This is because sometimes you need to overcome language and cultural barriers - something that minorities are excellent for! * Style: There are several pauses and incoherent sentences that might be reduced with a better mental preparation before the speech, or with clearer/better note taking. * The speech would benefit from a clearer reinforcement of your team’s arguments. Many can be utilized to rebut the opposition’s case. A good way to do this is to provide unique examples to already existing arguments brought by the first speaker during rebuttals. * More examples can be used, and linked with the broader context. (Example: there have been many minorities that have been unfairly targeted, there has been heavy racial profiling, and people have been mistreated out of prejudice. These issues will go down when there’s more relatability, which can be accomplished with the assurance that the police has better representation of diverse groups of people.)   Speaking time: 05:22.49, good work! |
| --- |

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

| **Motion:** THW introduce a minimum racial quota in Police Forces. |
| --- |

| 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: 03:50.04, good work!   * Make sure to look up and at the judge when you are speaking! Try to also make sure that you have the hand gestures to match the tone and emotion of your speech. * Try to make sure to explain why there will not be much merit in the officers hired by the other side; this is critical since this is the main assumption of the other side! * For the second part of the argument, I understand that entering on merit could be much more inspiring; try to tell me about why these officers who enter under the quota would have a compromised quality. You could perhaps highlight that there is an overall lack of people joining the police - and even less minorities. This is why we would have to drop standards! * Try not to take a POI in the middle of your argument; finish your sentence and then go ahead! * Try to tell me all about the harm of not having good standards as a police officer; could this result in a member of the public and or even the officer themselves being hurt in the line of duty? * For the argument about discrimination within the force, you could also talk about how this will result in many minorities quitting the force, etc! * Good commanding during the start of the speech. The speech could benefit with more interactive approach to mannerisms, example: hand gestures, eye contact, not reading directly from the notes. * There are different points brought by the proposition side, and it is important to spend more time in responding to them. It would also be better to have several responses to the proposition, as opposed to having the overall rebuttal as a part of the same point. * The point about why its important for the police force to have officials appointed purely/largely through merit irrespective of racial/ethnic background could be illustrated much more by providing several points of impact. A glimpse of this did come at the start of the speech and later in the argument, however, the speech would benefit from a more comprehensive explanation. |
| --- |

| **Student Name:**  Catherine |
| --- |

| **Motion:** THW introduce a minimum racial quota in Police Forces. |
| --- |

| 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 that you start very directly by rebutting; but try to up your speaking tone! I’d like to see more projection and assertiveness from you. * Good eye contact and hand gestures! * Try to make sure that you are signposting; meaning, telling me about what will be said and when it will be said in the argumentation. * I like the logic of the trust argument; try not to skip over how the trust builds though! Remember the analysis about how people distrust even minority police due to their alignment with the system overall. You need to make sure to deal with that! * You could also cover that minority races can result in actually, better crime solving. This is because sometimes you need to overcome language and cultural barriers - something that minorities are excellent for! * Clash 1: Try to make sure to focus on HOW things will happen. For instance, there is a bit of a gap between minorities entering the force and then the force becoming much better. Try to fill that gap in by explaining how and why the outcomes you are talking about (e.g., being respected, etc.) will happen! You can point out specific types of actions, etc. * I like the focus on the young; try to make sure to tell me about why its important to get recruitment for the police up - this links to national security! * Style: The speech (especially the start) would benefit from more interactive mannerisms (example: eye contact and not reading directly from the notes) * Good identification of the clashes, and the speaker made good attempts of reinforcing the arguments of her team into her speech. The case is ‘moving forward’ without bringing uniquely different arguments which is a positive sign. However, the speech would benefit from an impactful conclusion. Example: when more people report → more crimes can be dealt with. Our side is one that has more unrepresented people finally speaking about their troubles to the police, which provides a unique opportunity to increase police efficiency in areas where justice isn’t a norm. |
| --- |

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

| **Motion:** THW suspend labour unions in times of economic crisis. |
| --- |

| 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 content, but we need to have better analysis in our speaking! We also need to translate the energy into better style!  Hook   * Good illustrative start! * Good energy on the hook too! * But we may want to prioritize your winning points more clearly!   Rebuttal 1: Quality   * You said quality betters more but we need details here! What exactly are we getting more, or less?   Rebuttal 2: Capacity   * I am unclear why the government will lose all its money by running essential services? * It is in most cases unlikely!   Clash 1:   * You again mentioned better quality of healthcare. Please explain what exactly is better? What else other than the bus coming on time?   Best case v worst case   * We need more analysis on how this is going to work in the long run – how are governments taking hits in economically challenging times?   Style:   * We need to have more hand gestures!   Speaking time: 5:04! |
| --- |

| **Student Name:**  Maddie |
| --- |

| **Motion:** THW suspend labour unions in times of economic crisis. |
| --- |

| 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:  Good content, but we need to have better analysis in our speaking! We also need to translate the energy into better style!  Hook   * Good start with energy! * Prioritize your winning points more clearly!   Clash 1   * Good explanation how low price leads to accessibility, especially for the average population! * Good nuance of the “essential” requirements of these services! * Good point why the poor would not be able to access expensive facilities, and that they matter! Very well articulated here! * Good angle that the poor “needs” the help more, and that the vulnerable matters more!   Clash 2   * Good point on income inequality! * Explain more on why this matters!   Style:   * We need to have more hand gestures! * We just need to give clearer transitions when moving from one point of the other! * We need to look at the entire audience more in our speech!   Speaking time: 4:30 – we need to speak longer! |
| --- |

| **Student Name:**  Luke |
| --- |

| **Motion:** THW suspend labour unions in times of economic crisis. |
| --- |

| 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 content, but we need to have better analysis in our speaking! We also need to translate the energy into better style!  Hook   * Good start with energy! * I like that the direction hints at the limited ability of the government to give proper healthcare in certain important cases!   Clash 1: Quality   * I am unclear why your analysis answers why it's ok to not have more quantity, in the sense that, when less people can access it, especially the poor people, as prop runs! * Good analysis that innovation is high on your side, especially because you explained how the companies do not want to lose their customers!   Clash 2:   * I am unclear why companies dropping prices of companies will not happen while decreasing quality, we need that answered!   Clash 3   * Good point that customer loyalty is kept by private companies by efficient and better quality product, well put!   Clash 4   * Good point that accountability can decrease * But explain why your side has it more!   Style:   * We need to have more hand gestures! * We just need to give clearer transitions when moving from one point of the other! * We need to look at the entire audience more in our speech!   Speaking time: 4:40 – we need to speak longer! |
| --- |