| **Student Name: Amanda** |
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| **Motion**: **As a parent, This house would encourage their children to play sports for victory, rather than enjoyment.** |
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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 child of that level. | | | | | | |
| Teacher comments:   * Strong hook. Try to start off with a tone that’s a bit more loud and assertive at the beginning though. Don’t repeat the topic! * Good preview for your arguments. * Don’t forget to do your model!! Definitions needed for what victory and pursuing it would look like. * Follow the first speaker overview and flow! This makes your speech much clearer. * Argument: Motivation   + Try to make sure you consider the best case scenario. It’s possible that children could enjoy a sport and be motivated to do it because of this motivation. What’s unique about your type of motivation?   + How does motivating the child to win link to things like college applications? Make sure this link is more clear. (i.e., perhaps they take the lessons the learnt and apply it elsewhere.)   + Good pre-emption!   + Try to make sure you have a microstructure for your arguments. (E.g., my claim is X. I have 3 reasons for this, X Y & Z. My impacts are X, Y, Z.)   + Try to explain that parents don’t need to be mean about how they do this either - that’s an easy way for the Opposition to attack you!   + Speaking time of 4:38, well done! | | | | | | |

| **Student Name: Liam** |
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| **Motion**: **As a parent, This house would encourage their children to play sports for victory, rather than enjoyment.** |
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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; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:   * Try to have a hook to really capture my attention! * Rebuttals   + Why is it likely for the parents to force you into intense training? You might want to explain how it is necessary and likely to happen. Good angle though.   + Why will the world be worse if we train everyone to be competitive? Higher competition isn’t necessarily a bad thing. You could explain that people perhaps lose their motivation, etc. * Argument: You enjoy the sport, therefore, you do better   + Why is this true? You must first explain what enjoyment looks like and how you will try to pursue it.   + You can explain things like for instance; they don’t feel pressure, they don’t feel too stressed out, etc. These all link to a healthier and better outcome of wanting to participate more.   Speaking time of 2:08, let’s aim for 3 next week! | | | | | | |

| **Student Name: Giselle** |
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| **Motion**: **As a parent, This house would encourage their children to play sports for victory, rather than enjoyment.** |
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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; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:  The speech duration for today’s class is three minutes.   * Try to avoid using filler words like ‘Right’ at the end of your sentence. Good hook though! * Try to pronounce your words a bit more clearly - at times you’re swallowing your words which makes it tough for you to be understood. * Rebuttals   + Fair enough that you won’t be harsh. But, some parents are likely to be harsh. How do you deal with these situations? Why is that still okay?   + You need to respond to the direct reasons provided by the speaker before you on why enjoyment would motivate them (E.g., that because it's fun you wanna do it more.). Focus on the main aspects of these things next time!   + Try to avoid proving things through examples. * Arguments   + Try to have a microstructure for your arguments. For instance, what’s your claim? Why is the claim true? Why is the claim impactful? Say these out loud as you’re heading through your speech as this would help the judge flow with you.   + Try to make sure that your providing multiple reasons for why winning is accessible and that it would motivate people. | | | | | | |

| **Student Name: Louca** |
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| **Motion**: **As a parent, This house would encourage their children to play sports for victory, rather than enjoyment.** |
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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; exceeds expectations for child of that level. | | | | | | |
| Teacher comments:   * Try to start your speech with a hook that's emotive. * Make sure your tone is a bit more assertive and louder! * Rebuttal   + Why is it very likely for a child to not love the sport if the focus is not enjoyment? Is it because it’s too stressful and or that the parents make the sport unbearable?   + Not sure if the athletic angle was the most important one, but I think you can focus on the fact that the small percentage of you doing well and becoming pro means that the harm you get outweighs the benefits.   + What type of mental harm are we talking about here? Go ahead and paint the picture for me next time. * Argument: Health   + Try to add more hand gestures here! Good eye contact.   + Try to explain how passion works and links to enjoyment. Right now it's a little bit vague. Also, the Proposition can have passion too - just that it’s tied to winning. Why is that type of passion not good? Is it due to toxicity, etc?   + Good signposting.   + Remember to tell me what the bad mindset is - this is the really important part of your speech!   Speaking of 3:34, well done! | | | | | | |

| **Student Name: Alvina** |
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| **Motion**: **As a parent, This house would encourage their children to play sports for victory, rather than enjoyment.** |
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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 |
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| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
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| Teacher comments:  The speech duration for today’s class is three minutes.   * Good hook. Strong tone and expression! Use some hand gestures though. * Nice signposting. * Rebuttals   + Don’t reduce your volume here!   + To be fair to the Opposition, I think their main point here was that forcing them to focus on winning would be the main problem that causes all the harm. You might wanna focus on this instead.   + The speaker before you suggested that focusing on winning only is not good for the sustainability of them doing well in the future. How do you deal with this? Wouldn’t this just end up making them resent what they do in the future? * Argument   + Goal setting could happen on the Opposition as well. For instance, they could focus on reaching different types of skills, etc. Why then is your version of goal setting better and more believable? Remember to prove uniqueness!   + I think the link between sports and academia isn’t too clear. That said, even if it’s true, your argument is contingent on them actually winning - what happens if they don’t win? Will they still be motivated? Why?   + Make sure you explain how the kids won’t end up hating the sport! That’s the most important aspect.   + Why is it important for a child to be exposed to such harshness? This has to be explained and weighed out.   Speaking time of 4:15, good work! | | | | | | |

| **Student Name: Aliana** |
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| **Motion**: **As a parent, This house would encourage their children to play sports for victory, rather than enjoyment.** |
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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 |
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| Teacher comments:   * Nice hook! Try to be more assertive here to make sure you grab the judges attention. * Good signposting. * Rebuttal   + Try to identify the specific reason given by the other speaker (i.e., that this teaches them how to work hard) and respond to that directly for the most effective rebuttal!   + Some things that needed to be responded to; the argument about winning and how this uniquely motivates them. * Argument: Mental health   + I’m not sure why the parent will berate the child - this seems a bit extreme. Try to engage with the most reasonable and or charitable case of the Proposition.   + Anxiety and stress isn’t necessarily a bad thing. Why is this version of stress and anxiety bad? That is the angle that you gotta focus on.   + I think that the proposition is allowing them to choose their own sport anyway.   + How will they have the will and motivation to get better? What is the link for this to happen? How does it happen? Try to answer these questions for your next argument.   + Make sure that you’re giving me multiple reasons for why something is true. This is so that your points are more believable!   + Good illustration on the parent dunking on the child. You can also add that children are very sensitive to criticism - so even if the parent is nice, they are likely to be upset anyway.   Speaking time is 4:20, well done! | | | | | | |