| **Student Name: Aliana** |
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| **Motion**: **THW allow for the use of performance enhancing drugs in sports.** |
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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:   * Nice hook! For the next time, I want you to try to avoid having what if opening lines. Still, it encapsulated your case well. * Try to get into your set-up and argument earlier - I appreciate the context setting, but you gotta get to the meat of the case earlier! Try to move there by 0:30. * You must have your set-up!!1 * Try to not hold your notebook when you’re speaking. * How exactly are you going to provide this chance? What types of drugs are you allowing? How much of it are you allowing? * You must provide a process analysis to me. This means, breaking down the argument for me into steps that show me how your arguments happen. For instance, if you’re saying that this makes this fairer, how does that happen? What does fairer mean? * Try to be more pre-emptive; what’s the biggest push from the other side? How can you respond to that in advance? * What’s up with Ethiopia in your speech?   Speaking time: 4:20, nice job! | | | | | | |

| **Student Name: Louca** |
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| **Motion**:  **THW allow for the use of performance enhancing drugs in sports.** |
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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:   * Good hook! Nicely done. * Good signposting! * Clarification   + **Reaching full potential; it means natural phenomena.**   + Why is this depiction of full potential true though? Additionally, this might not be the best thing to clarify, since it doesn’t quite change much in the debate anyway.   + **Lower income countries will win out against the big countries.**   + Not too sure if this is really true, it doesn’t really change much in the debate anyway - perhaps an argument about stigma might be best here? * Remember; clarifications =/= rebuttals! Clarification is to clarify any mistaken analysis, rebuttals are hitting them on the truth. * You gotta give me more details; for example, if the sports industry is gonna collapse; how does this happen? Why wouldn’t the sport industry want to be associated with the PED’s? * Try to give me some microstructure; C-R-E-I, sign post this as you go! * Good arguments! Try to focus on arguments that are impactful in the future. You can identify these by thinking about what people need to be represented and or helped the most.   4:11 speaking time! Well done! | | | | | | |

| **Student Name: Michael** |
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| **Motion**:  **THW allow for the use of performance enhancing drugs in sports.** |
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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 strong hook. This could look like a hook that focuses on the flaw on the other side. * Rebuttal   + You want to make sure that you are focusing on why the opponent is wrong. They argued about sponsors pulling out, etc. You gotta deal with these!   + You also explained that they forgot to deal with Ethiopia and etc; But why does this matter? How does this impact the debate? You must explain this to me. * The focus on a certain country(ies) might not be the most impactful; you can’t just say that certain countries are bad at sports without explaining the structural reasons behind it. Try to tell me why these places aren’t great and don’t have much going on structurally. * Jamaica and Nigeria do have food! Try to avoid stereotypes. * Try to explain how the impacts of your arguments happen. * Try to speak a bit more assertively!   Speaking time: 4:25, good work! | | | | | | |

| **Student Name: Amanda** |
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| **Motion**:  **THW allow for the use of performance enhancing drugs in sports.** |
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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:   * Strong content in the hook; try to make sure your flow is solid though! A more assertive tone would be good. * Try to signpost in the beginning! * Rebuttal   + Equity vs Equality   + Why does equality matter more? You don’t have to assume that they are more equitable; you can first attack their logic first. For example, is it very presumptive? Would it come with a lot of stigma to a certain place?   + Is it really likely for you to be able to win a sport without any practice?   + Try not to spend too much time on answering a POI! * Arguments at 3:30!!! You gotta work on time management. * Fair enough that there are health effects. But, why can’t people decide to take this risk on for themself? If someone truly understands the harms of what they are doing and they wanna go for it anyway, why is that wrong?   4:48 speaking time, great work! | | | | | | |

| **Student Name: Alvina** |
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| **Motion**:  **THW allow for the use of performance enhancing drugs in sports.** |
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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 argument with a strong hook! You can try to make the hook focused on the main issues of the Opposition. * Its a bad idea to shift the policy to the third proposition. This is because it means that it implies that your previous speakers were wrong! * You might want to avoid sweeping generalisations on countries! * Try to tell me specifically how the drugs will help the athletes; what’s the process for this? * Be more responsive! How do you respond to the issue of health, etc? * Try to be more structured. Deal with the most important stuff first! | | | | | | |

| **Student Name: Kristan** |
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| **Motion**:  **THW allow for the use of performance enhancing drugs in sports. .** |
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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 an emotive hook! This could also involve hitting out at their case and what’s wrong with it. * Good recap on the argument for the rebuttal! You want to focus directly on why their outcomes are wrong and unlikely to happen. (This includes the fairness argument, etc.) * Good examples! You can go further to explain that this can really cause quite a bit of undue stigma on certain groups of people and minorities. * Try to make the speech more detailed; this includes illustrations, etc.   Speaking time : 2:24, try to hit 3 next week! | | | | | | |

| **Student Name: Candice** |
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| **Motion**:  **THW allow for the use of performance enhancing drugs in sports.** |
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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 give me a hook next time around. This could include something emotive or directly responding! * Try to maintain your composure in your speech; just do your best! * How does PED actually help underprivileged people? * How do they access these PED’s? * Try to recap what your partners have said and why what you said is better. * Try to avoid generalisations of people!   Speaking time: 2:10, let's aim for 3 next time! | | | | | | |

| **Student Name: Giselle** |
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| **Motion**:  **THW allow for the use of performance enhancing drugs in sports. .** |
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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:   * Nice hook at the beginning! * Beyond just dealing with the education aspect of things, you can also point out that underprivileged people will even access these drugs anyway? * Also, you must take into the account the details provided by the other side. You can say that they may know the harms, but whether they truly understand them is a different question. * Why would people take drugs anyway just because they see others do so? You must break this down and explain it for me. * Try to explain how your side retains fairness. You can also explain that it isn’t worth it to do drugs anyway - because of the effects it has on the body. Why do you think the average person can’t consent to this? * Try to follow the flow - Clarify, rebut, weigh. Why was your side much more important?   Speaking time of 4:20! Good work! | | | | | | |