| **Student Name:** Michael |
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| **Motion**: THW ban violent 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:  Introduction   * Nice hook! Try to avoid imaginary arguments - remember that you want to tell me how things are versus letting me imagine it for myself. * How would the parents tell me? You tell me! * The beginning is a bit too long - keep it to like 0:30 maximum * Good signposting!   Model   * Good definitions * Good enforcement mechanism (Fines, etc.) * Good follow up (Re: Send to jail if you keep getting caught.) * Remember to not forget your burden - what do you need to prove in the debate?   Argument: Injuries   * I understand that injuries could happen - but could you tell me why people can’t accept these injuries for themselves? Injuries by itself aren't necessarily something that should ban something straight up. * Minors will end up replicating these sports - Why though? Give me some analysis like example, children cannot tell the difference between what is and isn’t real and acceptable, etc. * Try to predict what the other side will say; e.g., that this is a big industry and a lot of jobs are reliant on it, etc.   I would like to see more energy and passion from the tone in your speech!  **Overall, good work! You are coming a long way in a short time. Keep it up!** | | | | | | |

| **Student Name: Alvina** |
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| **Motion**:  **THW ban violent 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:  Introduction   * Allowed? * Try to give me a hook that is more hard hitting please! * Good signposting. * There are rules for the violence - you could organise this a bit better, by arranging under clarifications. That way you can be more directed and focused this way.   Rebuttal   * I'm not so sure that economic gain is the best rebuttal to make - this is a bit of a what-aboutism rebuttal. You need to give me a direct reason for why the argument isn’t true. * Good response re: safety. You could conclude this to say that the rest is indeed so incredibly small - thus why this isn’t something we should ban an entire industry for.   Argument: Minors   * This argument is fine, but you want to go ahead and explain why most minors likely won’t try to do this, which is because:   + People are scared   + Parents are watching   + Children can to some extent decide what is and isn’t okay. * Safety   + I understand this argument but it is still a bit convenient. For instance, you need to tell me why it is the case that the industry doesn’t amp up the violence to gain more influence, etc.   + You could also explain that people genuinely can consent - because they have seen the harm, they have seen the impacts, they have heard of the warnings, etc. These all could help quite a bit.   **Speaking time: 05:57.23, well done Alvina!! I’m proud of you and the progress you have made.** | | | | | | |

| **Student Name: Giselle** |
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| **Motion**:  **THW ban violent 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:   * That was a nice hook. Could be more impactful though! * Good signposting!   Clarifications   * Minors may watch it and be like wow nice let me try. I get this, but you wanna push here why this is likely; is it because minors can’t quite tell between right and wrong, fact and fiction, etc? Layer this out. * Rules and Regulations: I get this, but you want to explain that look, the rules actually aren’t that good. The rules are there to make sure you don’t die - you can still get brutally injured though. This is because it adds to the drama, etc.   Rebuttal   * Injuries could impact you for a life-time; what is this responding to actually? Eitherways, what exactly is the risk of this? How likely are these injuries to happen? * Isn’t this encouraging violence - I dunno, you tell me! * I think the transition between your argument and your rebuttal isn’t very clear - you must make sure to guide me as the judge through each layer!   Argument: Disturbing content   * What happens to people when they see these sorta contents? * Why can’t people just turn off the content if they can’t take it? * Good weighing though; I think the argument may have been a lot more impactful had you focused on the idea of consent and why the average person cannot possibly consent.   **Speaking time: 04:14.91, good job Giselle! I’m proud of your progress.** | | | | | | |

| **Student Name: Liam** |
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| **Motion**: **THW ban violent sports** |
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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:   * Nice hook Liam! Good work. Try to avoid imagine if arguments though. Your job is to tell me vs. leave it up to me to imagine stuff! * Good signposting! You don’t need to say you’re signposting though - since that's what you are doing anyway.   Rebuttal   * Kids might try this - You want to tell me why this is super unlikely; there is parental control, there is also the fact that kids could be scared of what could happen to them, etc. * The why are people still joining? Angle wasn’t too effective. There’s a lot of reasons - this could be for money, etc. Things that don’t have anything to do with consent. * People don’t die - But some do. What’s the response for that? Did they die doing something they loved and consented to? Why is that alright?   Rebuilding   * Remember, when you are rebuilding, you gotta tell me what or which attack specifically you are dealing with from the other side. * The whole thing about passion was fine but wrongly applied - the person biting off their finger kind of proves the point of the Proposition (That massive injuries like this happen to begin with.)   Argument(s):   * You need to detail your arguments more - for instance, if you saying that it raises a lot of money, you gotta tell me **how much** the money is, **why** the money is super impactful etc. * The POI is fair though - why is the money more important than the injuries? Is it because the economy is really impacted? Do these people lose their jobs and not get them back? Why does 1 person getting highly injured matter less? * Good description on how the economy is impacted! * Try to make sure that you are speaking emotively and making more hand gestures!   **Speaking time: 05:33.93, great job Liam! I am proud of your progress, keep it up!** | | | | | | |

| **Student Name: Amanda** |
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| **Motion**:  **THW ban violent 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! Try to make sure that you are not saying arguments that are like “Imagine if”, reason is because you should be telling me what to think vs. letting me have the space to imagine something that you may not have intended * Good signposting!   Rebuttal   * They can’t be happy if they are dead - Fair. You can actually take this further to say that most people generally have no idea what they are doing and consenting to until it happens to them. You want to point out that people could be blinded by fame, money, power, etc. * Injuries - I get that people can die and some have, but you want to make sure that you are explaining that safety is not really the priority. The reason is because these sports actually play up the violence - because that’s what makes the money and attracts the audience. Examples could be Dana White and the UFC. * Government priority is safety - Fair, you could also go further to say that it is highly immoral to prioritise money over something that we can’t get back - which is someone’s life.   Clash: Try to make sure you give your clash a solid name!   * Good start to the clash * Before you move into weighing (E.g., money is less important), you want to explain why your general take on the issue is correct, e.g., that people indeed don’t know about the risks, etc. Why is that all true?) * You have the right idea for the weighing - but remember you need to **explain** why these things like, we can’t value life less than money. Why, though? Give me the reasons. * The guilt of the player was new - you wanna use this as a rebuttal or something else to disguise how new it is.   **Speaking time: 05:49.48, good work Amanda! I am proud of you and the progress you have made so far.** | | | | | | |

| **Student Name: Candice** |
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| **Motion**: **THW ban violent 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 |
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| Teacher comments:   * You gotta start with an assertive hook; I need to feel the passion and the desire to win from you! * Make sure you tell me the structure of your speech overall before jumping into the clarifications, etc.   Rebuttal   * Game is game - I get the vibe, but you gotta explain the layers of this and why these layers are fine and acceptable. * Children will see - Good mitigation here, but you need to do the even if. The even if is that people can make it through these incidents - people can reflect and understand what they saw.   Argument/Clash:   * You want to make sure to arrange your clashes though - and explain to me what exactly it is that you are dealing with and why. * You gotta deal with what the speaker before you said and how they tried to explain their case being more important. * You gotta make sure that you are **giving me multiple reasons for why you’re saying things are true.** * Good weighing re the question(s) asked by me. Do that more!   **Speaking time: 04:09.76, slay!** | | | | | | |

| **Student Name: Candice** |
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| **Motion**:  **THBT professional sports clubs should not be allowed to contract minors (under 18s) to their teams.** |
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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 |
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| Teacher comments:   * Try to give me a hook next time around. This could include something emotive or directly responding! * Give me signposting!! You must tell me what the flow of your speech is. * You gotta put the book down! I need some eye contact and hand gestures. * Try to make sure that your rebuttals are more than just a single line - You gotta make sure that you are explaining why the argument isn't true! * You **must** structure your speech better. You gotta go;   + Claim   + True x3?   + Impacts?   + Conclusion.   + Please follow this flow. You are smart and capable! I believe you can do much better following this. * Try to make sure you are giving me multiple reasons for why the arguments you’re making is true.   Speaking time: 2:00.10, let’s aim for 3 next week! | | | | | | |

| **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! | | | | | | |