| **Student Name:** Louca |
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| **Motion**: This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for a ban on animal consumption |
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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! I like how you managed to represent the clash very accurately and quickly. * Good signposting! * Remember to give me a set-up; What are the incentives and capabilities of these animal advocacy groups? What does humane treatment in this context mean? * For the part about healthier animals due to humane treatment; you could actually use this as an argument to explain that big actors like companies, etc, are likely to follow along with your narrative and try to implement your suggestions. * Good angle that this group can’t convince people to give up meat - tell me why! Give me several layers here. * Remember to give me hand gestures without needing to be prompted! Try to make sure that you are switching up the tone of your speech too. * Lotta good angles here (I.e., that we can’t fight the meat industry) but you gotta detail this with layers for how this works etc. You can give me reasons like, for example, cultural reasons, religious reasons, etc. * You can also take the argument further - by saying that the meat industry actually becomes your enemy and thus advertises against you, etc.   Speaking time: 04.23.01, nice! | | | | | | |

| **Student Name:** Andrew |
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| **Motion**: This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for a ban on animal consumption |
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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:   * You gotta start your hook with a lot more force and an assertive tone! Remember that this is the first interaction you have with a judge, so it's gotta be a good one. * Good philosophical point that we can’t try to protect animals while simultaneously killing them. You want to make sure to link this to the incentives of the animal right movement. * Good policy, but you want to make sure to explain why you will be successful to some extent as well. Why will the average person listen to us? Is there a lot more understanding of animals, and thus sympathy for them? * Rebuttal - Good rebuttal that humane treatment might end up making things more expensive - you want to make sure that you are impacting this. Does this mean that the animal rights movement now takes a huge defeat, because they abandoned one position and got nothing in return? * You wanna start your argument a lot faster - you got to the argument at 4:00!! * I understand that a lot of meat places are not going to switch to humane treatment of animals - but remember that you are advocating for a complete ban on eating meat, thus, absolutely no profit for them. How does this work?   Speaking time: 05:18.13, nicely done! | | | | | | |

| **Student Name:** Giselle |
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| **Motion**: This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for a ban on animal consumption |
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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, very emotive! I appreciate the illustration you made here. You might wanna make sure you take a pause here to really add some emphasis. * Good signposting! * Rebuttal   + Fair enough that people are not the same as animals but, this really wasn’t the most relevant response. You might want to proceed to tell me why people really can’t abandon eating meat and thus people will not support the movement.   + Good response re: bankruptcy. * You want to make sure that you are not taking a POI in the middle of a sentence! * Good focus on the public accepting one idea; but you gotta really explain what the value of this is. What does the public supporting us mean? Do we have more money to help more animals? What is the value of new members? Remember to link this directly to the incentives and motivations of the animal rights movement! * Time-management was an issue in this debate; you started the argument about 4:30!!! * You could also go further to explain that these powerful groups could use this against us - meaning that they now say that we are not pro-economy and want people to suffer. * Try to deal with the cost aspect of humane treatment - give me reasons for why they can and probably will listen to you here!   Speaking time: 05:37.88, nice! | | | | | | |

| **Student Name:** Alvina |
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| **Motion**: This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for a ban on animal consumption |
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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:   * I think the hook could have been a lot better - it needs more emphasis and an assertive tone! * Good mitigation that plant based options are available! * Instead of responding one by one to prove that there is some protein etc, you could reframe the debate; meaning that you gotta bring the debate back to the incentives of the movement. Why is it good for the animal rights movement that these other options exist? * I understand you were basically trying to prove that vegetarianism is good and people might follow along with us - but you need to reframe it to say that look, people will support us because look at all these particular reasons. (Meat is less healthy, etc.) * Fair rebuttal that its probably easier to just stop selling meat altogether; but easy for who though? * Good rebuttal on saying that these companies can pivot! You could go ahead and explain that most companies don’t just focus on one product - they have the ability to absorb a loss. * You want to make sure that you aren’t getting confused - this isn’t the government that will be doing the policy, it isn’t guaranteed to happen yet either. You wanna make sure to explain that the animal rights movement can get the ban to happen. * I think your tone today was a little bit deflated - you gotta give me some energy! * Good argument re: Loss of trust. You gotta qualify this for me, how much trust will be lost, etc.   Speaking time: 05:31.96, nicely done! | | | | | | |

| **Student Name:** Aiden |
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| **Motion**: This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for a ban on animal consumption |
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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:   * Power hook. Try to give me a higher and more assertive tone! * Good signposting! * Rebuttal   + Companies will have to change - I get that some people are lactose intolerant, but there probably is an alternative for them. Besides, this wasn’t really the most important part of the argument. You gotta tell me why they won’t pivot or change!   + I like the argument that there is some cultural and religious significance of eating meat; tell me what this means in the context of the debate! Does this mean it's so much harder for the animal movement to succeed, etc? * Fair response to the POI; try not to look so shook by the question though! * Clash: Will the economy be hurt?   + I think here, you really really wanna make sure that you are explaining to me why the economy is so important and crucial; to the extent where it's more important than animals being killed.   + Moreover, you also want to make sure to explain that this is an actor motion; meaning that this isn’t really going to benefit the animal rights movement the way they suggest it will.   + You can spend less time summarising; you wanna make sure that you are getting to the meat of the debate, meaning that you are telling me why you are more important, etc.   Speaking time: 05:44.56, nice job! | | | | | | |

| **Student Name:** Michael |
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| **Motion**: This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for a ban on animal consumption |
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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 |  | 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! You want to make sure that you are not decreasing in volume throughout the opening line though, it takes away from the power of the hook. * Nice encapsulation of what the debate is about! You want to keep track of time though, there wasn’t too much being proved by the time it was 1:23! * You must make sure to employ a way more assertive and loud tone - it was slightly difficult to hear and track you fully today. * Good signposting! * You wanna minimise the commentary on the debate (E.g., that both teams have compelling points.), you want to instead get straight into the debate and the clash analysis as quickly as you can! * Good point, that the advocacy of the movement will be worse. But tell me why specifically; is it because people give up on the large goal of saving animals? * Good point that people will probably eat more meat now - but why does this hurt an animal advocacy group? Make sure to give me these details! * Remember, you gotta compare and tell me why your side is much more true in general - this is how you win the clash! * Good response to the POI; but you wanna focus more on the ability to succeed with this policy.   Speaking time: 05:33.56, nice! | | | | | | |

| **Student Name:** Candice |
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| **Motion**: This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for a ban on animal consumption |
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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 |
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| Teacher comments:   * Start with a hook please! * Nice hand gestures today! * I understand that people won’t like this policy; but how does that relate to the animal rights movement? How does it harm their incentives? Detail this out for me. * You gotta make sure that you are not just reading off the paper/book; make sure that you are slow enough and have good pacing for the judge to track you accurately. * Give me more eye contact! * Good call-out: re-human treatment being expensive. You want to make sure to impact this more, meaning that you tell me how they are worse on this on all fronts. * Good response to the POI!   Speaking time: 02:20.21, good work! I want you to aim for 3 minutes next week. | | | | | | |

| **Student Name:** Andrew |
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| **Motion**: TH, as the animal rights movement, would aggressively shame non-vegetarians. |
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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, but I feel like you could have employed a tone that was more assertive and or emotional here to add impact to the hook. Also, you wanna make sure that you are getting into your argument a bit sooner. 1:00 minute on a hook is a bit too long. * Nice signposting! * Why is it likely for you to start arguing back? Fair enough that shaming might be unreasonable, but you gotta analyse this. * You can also mention the fact that most people are actually pretty pro eating meat. How does this affect the way the arguments are received, etc? * When you say this policy of shaming will spread hatred, what do you mean? How will this hatred manifest and appear? * You want to assume the best of the proposition though; what if shaming works? What if it truly causes behaviour changes? You wanna do the even if; why is this something we truly cannot afford to do as the animal rights movement? * You gotta up the volume and tone! I need more swagger and flow from you. You’re saying smart stuff, but it won’t be received well if you don’t sell it. * You also wanna consider the potential drawbacks of your case and explain why those don’t matter as much!   Speaking time: 05:28.81, nice work! | | | | | | |