| **Student Name:** Candice |
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| **Motion**: THBT student feedback and evaluation should be the sole criteria for retaining a teacher's employment. |
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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 start and hook! * Good example * Remember that you need to give me a set-up; this means, you need to give me details of how this evaluation would work (How often it will be, etc.) * I appreciate that you are pre-empting! Try to make sure to tell me what will be done to prevent abuse of the feedback; is there going to be a review of the results, etc? * Try to make sure that you start by arguing for yourself first; for example, what’s the problem in today's world? How does your policy solve it? * Overall, good improvement! Next speech, please focus on making the speech more detailed and longer! You can do this via CREI structuring!   Speaking time: 02:08.37, good !Let’s aim for 3 next week. | | | | | | |

| **Student Name:** Alvina |
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| **Motion**: THBT student feedback and evaluation should be the sole criteria for retaining a teacher's employment. |
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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:  Speaking time: 06:07.83, good work!   * Nice hook! Good energy too with the way you delivered it. * Good set-up; what might the other considerations be for a teacher? How weighted would the student feedback be? This is a bit dangerous because the Proposition can use it against you! * Try not to focus on the most extreme scenarios (E.g., horrible students, etc.) because this is not necessarily the most accurate thing! Most students are somewhere in the middle. * You want to make sure that your tone has some emotional contrasts when you are saying - at the moment, I think that you are a bit monotonous, meaning that you have one single tone and pace throughout the entirety of the speech. * Try to make sure that you are structuring yourself; I feel like there was too much jumping around between segments (Rebuttals, argument, etc) to track things efficiently! * Too much time being spent in set-up! You only got into your arguments at around 2:45. Try to begin your arguments at around 1:30! * Great stakeholder analysis on how teachers are vulnerable! I like the characterisation you did about how students feel about school. * Good work in terms of analysing how a teacher might feel and react to this situation! * Try to make sure that you’re thinking about indirect impacts; meaning might this promote the worst forms of education and or bad behaviour on the part of a teacher and or student? | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: THBT student feedback and evaluation should be the sole criteria for retaining a teacher's employment. |
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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! Nice sentiment. * I think you could go further for why a principle or an authority figure might not be a great evaluator of what is and is not working well in a classroom - these people are motivated by money and want to retain students. They have an incentive to not acknowledge the issues. * Great analysis for why principals don’t listen! You can go further to explain that people generally don’t believe students for their complaints anyway, thus why this is a good thing. * I think the two feedbacks above have a common theme; you have a good idea but you aren’t doing enough right now to really prove the argumentation. Try to make sure you’re explicitly preparing at least three reasons for why the main claims you are making are true! * Excellent response to the POI! Good facial expressions too. * I think you want to make sure to deal with your worst case scenario; which is teachers being fired for bad reasons. How might you trade this off? You can trade it off by focusing on how likely this is to happen, and the impact of not doing this. * For the argument about teachers' promotion, you wanna be careful because the opposite could be true, whereby teachers get paid higher because they give in to their students demands, even if they aren’t the most reasonable suggestions. * The perfect impact here would be to say that look, teachers have to take the students feedback into account in this scenario - they have to or they will risk losing their jobs! (Re:Teachers get better!) * You seem to deflate at the end of your speeches these days; keep the energy up!   Speaking time: 06:47.77, good work! | | | | | | |

| **Student Name:** Athan |
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| **Motion**: THBT student feedback and evaluation should be the sole criteria for retaining a teacher's employment. |
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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’re super clear! Try to increase your volume projection though - I think you could be a lot louder and more assertive! * Try to make sure that you deal with what the other side said when you are rebutting - there was quite a bit of a reason provided for why kids may or may not give improper feedback to a teacher; make sure you deal with these reasons! * Good work for bringing back the idea that teachers will focus on their money, not the teaching. Remember to bring back why it is true! * Try to follow the C-R-E-I formula!   Speaking time: 01:35.61, good work! Let’s aim for 2 minutes next week. | | | | | | |

| **Student Name:** Alvina |
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| **Motion**: TH supports the usage of video games as an educational tool in schools |
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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. | | | | | | |
| Teachers comments:   * Nice hook! * Good signposting! * When you are building a rebuttal, you actually can first question the premise of the other side. For instance, I don’t think the other side actually explained what inefficiency is and what it does; point this out! * I think you could use a bit more detailing; for example, when you suggested that you could actually be more efficient, tell me how this works and what the benefit of this is! * I think that using a study for evidence isn’t too great in this particular type of debate; you gotta give me the logic for why people are more likely to be more attentive and or better in terms of building their skills due to video games. * \*For the above, the response you had to Louca’s POI is exactly what I’m talking about - that step by step process for how things happen was super good! * Great presentation style today Alvina! * Good clash analysis; I think you also want to make sure that you are layering why your argumentation is more likely to be true as well - there’s a lot being said about why you are better, but not so much about why you are more true! * I think you want to make sure to frame the sustainability issue before getting into it; especially since this was quite new! * Time management Alvina!   Speaking time: 07:53.49, good work! | | | | | | |

| **Student Name:** Michael |
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| **Motion**: TH supports the usage of video games as an educational tool in schools |
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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:     * Gotta be louder Michael! Also, it’s completely possible for you to come back from a strong rebuttal. Don’t worry! * Remember as third you should be giving me clashes; this time is okay since it’s your first time in a while to do third. * You need to make sure you are guaranteeing your speaking style! Give me some aggression in your tone and give me hand gestures etc. * Try to make sure that you are actively explaining each individual layer in each argument; you need to tell me what the impact of your argumentation is! * Try to structure your arguments according to this flow: Claim, Reasoning, Evidence, Impact (Please send me an email at [naveen@capstoneprep.com](mailto:naveen@capstoneprep.com) if you need me to recap each segment,)   Speaking time: 03:43.09, good work! Lets aim for 4 minutes next time. | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: This house believes that the rise of "Fandoms" has done more harm than good. |
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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 that was a solid observation in the hook; but I think you really need to sound a bit more assertive! Give me some intensity here. * Re: communities. I understand that conflict can happen - but I really need more details. You could talk about how stan culture really is quite devoid of logic and its mostly vibes. If there is a perceived slight against someone, then the fans go for the person who did something against the idol. TLDR; need more details to do. * Re: Marilyn Monroe - you could also mention that the decline in fame for an artist is also a really tough thing to face. Tell me the impacts of how we perceive Marilyn Monroe today! It has spillover effects for how society as whole treats women, etc. * Good argument that people may not really consent - you could also mention that fame itself is pretty lucrative. Even then, consent can be withdrawn - the difference is that in this case, celebrities can’t. * The tone at the end when you were talking about how all idols aren’t bad people is the tone I want you to take on for your speeches! It’s persuasive. * Time management is a problem!! Entered the clashes at 4:58. * Fandom hatred; how does this impact people and their interests?   Speaking time: 05:40.11, good work! | | | | | | |

| **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! | | | | | | |