| **Student Name:** Jaylan |
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| **Motion**: THW treat bullying as a criminal offense |
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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:   * Where is your hook? Please dont just state your stance in the hook – but use something that captivates the audience in a relevant manner; prioritizing what is the focus of your speech. * I think the tone that you have in your speech is really diplomatic and calm. That’s fine, but make sure that you go further with a sharper and louder volume! * Try to make sure that you are telling me how you will be criminalising bullying; this is called the set-up of your speech. The questions that you wanna answer include questions such as how you would punish them, how often the punishments would be, and how severe they could be. * When you say that an argument will send a clear message, how might this work? Try to explain the fear that people may have toward the police, prison, etc. This makes the argument far more believable! * Try to make sure that you are actively following the CREI format - I want you to make sure that you are providing me with three reasons for why your argument is true and why the argument is impactful! Keep layering.   Speaking time: 01:43.11, let’s try to go for 2:30.00 next time! | | | | | | |

| **Student Name:** Michael |
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| **Motion**: THW treat bullying as a criminal offense |
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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 |
| Students 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 - Students can execute skills with little to no prompting.  5 - Students can execute skills without prompting; exceeding expectations for children of that level. | | | | | | |
| Teacher comments:   * Where is your hook? Please dont just state your stance in the hook – but use something that captivates the audience in a relevant manner; prioritizing what is the focus of your speech. * Volume of speaking: please try to have some variations, as opposed to speaking in the same/ similar tone throughout. * Very good identification of bullies characteristics eg their insecurities, and so on. Good linkage to why punishment does not help solve it, as well. * Try to make sure that you are speaking with a much more assertive tone! I’d like to see you try to speak with a sharper tone! * Good alternative of counselling; try to make sure that you are telling me about how and why the counselling is going to work. * Minors have an undeveloped mind; statements like this are quite believable as the average person believes this to be true. So, you don’t need to prove it! What would be more believable and valuable though, is perhaps saying that children are young and growing - therefore, punishment isn’t the best approach. Because they don’t know any better! * I understand why you want to explain that people will be bullying people; but try to make sure that it is much more clear to me as to how and why exactly people will be recovering from these conditions! * Good impact - you can actually go further to state that people are actually likely to go into a life of crime, etc, if we send them to a prison. This is because they are surrounded by people that are criminally minded - which is going to possibly make them way worse! * When citing statistics, make sure that you’re giving me the source! * Try to make sure that you are dealing with the worst case scenario - this worst case scenario could look like a bully who is extreme in their approach to bullying (E.g., violent) and they don’t wish to change. Why are we willing to take this possibility on? How might your system deal with it even better? * I like the focus on parents; try to make sure to explain what parents might do and how that might make the situation a lot worse!   05:54.86, good work! | | | | | | |

| **Student Name:** Candice |
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| **Motion**: THW treat bullying as a criminal offense |
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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:   * Where is your hook? Please dont just state your stance in the hook – but use something that captivates the audience in a relevant manner; prioritizing what is the focus of your speech. * Volume of speaking: please try to have some variations, as opposed to speaking in the same/ similar tone throughout. * Good that you are trying to respond directly; but please make sure you structure them. For instance, when you are moving to a new response, please indicate that, so it does not get mixed-up. * You gotta start with a much sharper tone than the one you started with; try to make sure that you match or or unmatch the tone and or confidence of your opponent! I think your tone is quite clear today though! * I like the way that you were suggesting that people are not going to catch criminal charges if the bullying isn’t too severe; that deals with quite a bit of Michael’s speech. What we want you to do however, is to make sure to deal with those severe cases too - as they are real and very serious to deal with! * Good examples of where bullying occurs! You could actually go further to show me details of these cases - such as details of how badly someone was bullied, etc. This really helps to show the judge just how heinous the crimes we are talking about are! * I think you can go further than just saying that people will do this to next get a criminal charge; you could also explain that people really do not want their children to be criminals, etc? * Goof impacting! Make sure that you remember it for next time. For your conclusion, make sure that you tell me why the stuff you talked about is super important and impactful in the debate! Don’t just repeat the material.   Speaking time: 04:14.32, good work! | | | | | | |

| **Student Name:** Michael |
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| **Motion**: THW replace standardised testing with holistic learning |
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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: 04:48.42, good work!   * I think the content of your hook was pretty good; but the delivery really needs some work! You gotta pick a tone and vibe and run with it. You need to make sure that you do this in order to catch my attention! * I think you have a good point about AI and free-riding; I think this feels like an argument! It might have been a good full blown argument actually. You could integrate this rebuttal into a full argument for next time. * I like the angle of college admissions; first, you should tell me why it is the case that colleges are going to be exam based - it is because college is there to teach you academic skills. These are skills such as critical thinking, etc. * You could also go further to tell me why this system could end up perpetuating inequality; in this world, you will need to have a lot of ECA’s and outside of classroom achievements to get into a good college - which isn’t really possible if you’re from a lower income family! * Try to make sure that you are labelling each part of your argument more clearly; meaning, that if you’re going into a reason for why your argument is true, number them and proceed. (E.g., my first reason is…) * Good point on cheating; remember to do the comparison though! Also, tell me why students are likely to cheat and for example want to free-ride. Wouldn’t there be punishments here to prevent this? * Rebuttals   + I understand the AI point; let’s make it a bit more clear! You can do this by talking about how easy it is to get the answers, how difficult it is to track the cheating, etc. | | | | | | |

| **Student Name:** Giselle |
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| **Motion**: THW replace standardised testing with holistic learning |
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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 |
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| 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 start to the speech! Good energy. I appreciate the illustration of the fish trying to swim. * I like the rebuttal about appreciating different academic talents; tell me what the value of this is! For example, is the value of this that we retain children in schools? Remember that the world is bigger than just HK; we’re also talking about developing countries where children drop out of school all the time because they feel as though they can’t make money or succeed through school! * Rebuttal to AI; try not to go to the even if first. You can rebut by telling me that people can be caught for cheating, etc. But, I like the even-if. You could go further, which is that you need to learn how to use AI effectively in the future; thus this is a good starting point! (Using Ai, that is, not cheating.) * Try to not be vague; what do you mean by problem solving etc? You gotta make sure to explain this for me so that I understand what you’re talking about! * I think you want to make sure that you are attaching each clash to a particular issue and explain what the issue is important. For example, you talked about learning more skills and being more hands on; why is that super important and crucial? * Try to keep things structured and clear; I felt that you didn’t have as much control over your speech today. Make sure that you’re actively taking me through each step of the speech and your outcomes! * Good outcomes and impacts! You just need to make sure that you are taking your time to make these arguments less vague and more applicable to the real world.   Speaking time: 07:42.23, good work! | | | | | | |

| **Student Name:** Candice |
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| **Motion**: THW replace standardised testing with holistic learning |
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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 |
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| 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 |
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| 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 strike me as a pretty artistic person; try to implement that into your hook! Give me something funny and or illustrating. * Try to make sure that you are framing what you’re about to say; the stuff you started with on how teachers are going to have to deal with so much more work now because of the differing types of projects was great! But you gotta tell me why that is a crucial consideration in today’s debate. * I think the argument about diversity was not so much about people; more so for skills. You should respond to this by saying that we can teach skills too, through ECA’s and etc! Academics is academics. * Try to not just repeat what your partners said; tell me what the value of it all is. This really helps in making sure that I understand what you are winning on and why you are winning!   Speaking time: 02:36.36, good work! | | | | | | |

| **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 |
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| 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! | | | | | | |