| **Student Name:** Amy |
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| **Motion:** This House Supports a world where our chosen families (e.g., close friends) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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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 accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student offered a point of information. | **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 a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 01:05.09, good work!   * Try to make sure that you are moving your hands! * Try to project your voice by using your lower voice! * Try to make sure that you are making eye contact with the judge as compared to your partner and or opponent; remember that your judge is the one that matters the most! * I think you had a great argument about how your chosen family could be helping you etc. Try to tell me why this is exclusive! * When you are trying to argue, try to make sure that you are labelling each part - try to make sure that you are telling who will be impacted and how they will be impacted. * Try to tell me why it may be true that friends will last forever - this is important! | | | | | | |

| **Student Name:** Candice |
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| **Motion:** This House Supports a world where our chosen families (e.g., close friends) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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 a child of that level. | | | | | | |
| Teacher comments:   * Try to make sure that you are using a sharp tone and switching it up as you are speaking; I don’t wanna hear you be monotonous! * I think that you make a fair point that friendships can fall apart - but I think that I wasn’t too sure about why the reasons for a friendship falling apart were exclusive to just a friendship and that it wouldn’t apply to families too. Don’t families get into petty fights and fall apart as well? Try to at least show me why this doesn’t happen as often compared to friendships. * You could actually focus on the base question first which is, why does your blood family deserve more of your attention? It is because generally your family has tried their best to raise you and has given a lot to you; that amount of dedication deserves some level of reciprocation. * A blood family is also likely to go through all of the impacts of what happens to and with you; for example, in illness and disease, it is your parents and or siblings that will be with you and need to do the necessary should that happen - this expectation is what requires us to treat them better! * I think you need to make sure that your rebuttal has multiple layers and that its also more clear; this helps!   Speaking time: 03:48.76, good work! | | | | | | |

| **Student Name:** Jaylan |
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| **Motion:** This House Supports a world where our chosen families (e.g., close friends) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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 a child of that level. | | | | | | |
| Teacher comments:   * Nice hook! Feel free to take some pauses here and there though, to keep the vibes ongoing and good. * You could first build some context for how and why people become a chosen family first; it could be because they have gone through a lot of things together, etc. The point here is that you don’t become a close friend with someone without some real dedication first. * For the rebuttal, I think it would have been much more effective if you pointed out that none of these problems are exclusive to just families; chosen friends can be with you and hype you up in your worst time as well! * I think you can go further about why building connections with friends is so important; anything can happen within a family as well. It’s therefore important to have options to go to for support, etc. * Try to make sure that you’re moving your hands and projecting more Jaylan!   Speaking time 03:09.15, good improvement! Let’s start aiming for 4 minute speeches. | | | | | | |