| **Student Name:** Michael |
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| **Motion:** This House supports regularly reviewing and reducing the number of friendships in your life. |
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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:  Speaking time:   * Try to make sure that you are going with a sharper tone at the start of your speech; I feel like you had a really good hook and it could have been even better with a sharper tone! * Nice hand gestures and positioning! Try to avoid leaning on the podium. * Try to make sure that you are firstly telling me about how specifically you will be reviewing and reducing your friendships; what might you be looking for if you want to carry out a reduction? * I like the description of the beginning of the friendship whereby you were talking about how and why people may want to get into a friendship even if it is not a very good friendship; try to tell me how this policy may reduce or change this! If you do this, perhaps it’s likely that you may not end up in this scenario. * I feel like a lot of the arguments you made were based around the idea of avoiding toxic friendships; this is not to say that this is irrelevant, but I think you want to make sure that you are building up to this or at least reconnecting this argument to the topic - because it has the danger to sound irrelevant! * I think you could also talk about the positive case; the positive case in this scenario is one where you feel happier and better because you are in control over the people and relationships in your life. You are likely to feel more secure and happy. Try to explain why this is really good for the average person! * Time management is a bit of an issue; try to start your second argument by around 4 or 5 minutes! * I like the angle of trying to save a friendship; try to tell me how a person would approach this! * Nice personal examples!   Speaking time: 08:46.18, good work! But keep an eye on the time next time! | | | | | | |

| **Student Name:** Jaylan |
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| **Motion:** TH supports regular reviewing and reducing the number of friendships in your life |
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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:   * Very nice start to the speech Jaylan! I think that you could benefit from taking a few more pauses though when you are speaking. Try to make sure that you are also projecting your voice as well! * Remember to remain in control; this means, not taking a POI in the middle of your sentence! * Try to make sure that you are telling me about how you will be approaching your friendships in the future; this is important as this is basically your alternative! * Try to make sure that you are exploring the base questions first; so for instance, is it healthy for you to be consistently on guard and watching your friends? If not, how so? * I like the idea that friendship is about the ups and downs of life; but try to tell me how and why someone should and would weather the storm for a friend! It’s very important to establish these types of frames so that your opponent doesn’t take advantage of this to say that you are following along with a toxic friendship. * Try to make sure that when you are rebutting, that you are hitting the main assumptions or base ideas behind why your opponent is right.   Speaking time 03:12.00, good work! | | | | | | |

| **Student Name:** Amy |
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| **Motion:** This House supports regularly reviewing and reducing the number of friendships in your life. |
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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:   * Make sure that you are starting your speech with a hook; this refers to a story, personal example, etc, that is entertaining and attention grabbing for a judge to listen to! * Make sure to keep the book down and make sure that you are keeping eye contact up with the judge! * I like the way you were able to explain how and why you would examine and investigate your friendships! * Try to make sure that you are telling me about the impacts of your arguments; I think you told me about toxicity, but try to also make sure that you are telling me about the impact this may have on your happiness, etc. * How might you leave a friend that is bad? Try to make this clear to me! * Try to make sure that you are actively rebutting your opponent; just give me one or two reasons for why they could be wrong! * Try to make sure that you are giving me multiple reasons for why your argument is true!   Speaking time: 03:01.01, good work! Let’s aim for 03:30.01 next time! | | | | | | |

| **Student Name:** Candice |
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| **Motion:** This House supports regularly reviewing and reducing the number of friendships in your life. |
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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:   * Don’t be distracted by the chatter of your opponents! * Try to be careful about your rebuttals; the other side didn’t say they would think about the friendships every week! * You need to provide more conviction in your speech; I feel like you are giving me a lot of reasons for why people might be doing behaviours that might not be great, but don’t intend to. But I wasn’t really feeling this! * I think that you need to make sure that you are also thinking about the worst case scenario; so for example, if someone is toxic, might you try to talk to them, change their behaviour, etc? * Try to make sure that you are giving me multiple reasons for why your argumentation is true and impactful! * I think that you could go further to talk about how self-esteem could be impacted; for instance, reviewing and wondering if your friends are really your friends all the time might have a pretty bad impact on your life. Try to point this out! * Try to make sure that you are moving your hands!! Give me more at the stage. * Good eye contact! * I feel that you could have talked about the fact that you can have friends for different occasions - this means not everyone has to be a great friend all the time!   Speaking time: 04:46.03, good work! | | | | | | |