| **Student Name:** Amy |
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| **Motion:** This House Believes That friendships should require strong obligations. |
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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:**  I really like your efforts for hand gestures, splendid! We need you to speak louder to compliment that!  **Hook**   * The word “friendship” cannot be a hook! We need a clear path to victory here!   **Argument 1**   * Good analysis here on the different forms of friendships that can come about! * Good point that often this would lead to more hangouts, and that would lead to knowing them more, which would make them more connected to each other!   **POI ANS:** I appreciate that you took one. We however need to answer them clearly please!  **Conclusion**   * We should emphasize here why what you have provided so far should be debate winning for you!   **Style**   * You had good clarity! * We need to adopt some facial expressions to make our speech appear more engaging! * We need to have significant tonal variations! * Good attempts in trying to have hand gestures through the speech; we can make them more natural of course!   Speaking time: 4:30 – we need longer speech next time! |
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| **Student Name:** Candice |
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| **Motion:** This House Believes That friendships should require strong obligations. |
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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:**  Please increase your efforts for hand gestures! We need rebuttals to come earlier, and more clearly! Good tonal usage of different emotions!  **Hook**   * I like how you directly hinted at one-sided friendship from the get go! * But we need to say them more confidently!   **Rebuttal 1**   * I like the nuance here that you made very clear of the value of friendship as the priority aspect in this debate!   **Argument 1**   * Good analysis here on the different forms of friendships that can come about! * Please try to give more analysis on how the average friendship is harmed when expectations are put together! * Low-maintenance relationships only help in supporting genuine good decisions, as opposed to all decisions!   **Argument 2**   * I like the nuance of genuine friendship over fake friendship that just gets the obligation through! * This needs more characterization. What is the difference between the two?   **Conclusion**   * We should emphasize here why what you have provided so far should be debate winning for you!   **Style**   * You had good clarity! * We need to adopt some facial expressions to make our speech appear more engaging! * We need to have significant tonal variations! * Good attempts in trying to have hand gestures through the speech; we can make them more natural of course!   Speaking time: 5: 59! |
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| **Student Name:** Jaylan |
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| **Motion:** This House Believes That friendships should require strong obligations. |
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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:**  Please increase your efforts for hand gestures! We need rebuttals to come earlier, and more clearly! Good tonal usage of different emotions!  **Hook**   * You talked about fragile friendship being the alternative, but then this was dropped! * We need to say them more confidently!   **Rebuttal**   * We need to explicitly say what we are responding to exactly! * Please try to give more analysis on why low maintenance is fragile!   **Argument 1**   * We need analysis on why insecurity can be addressed with high efforts! * We need to give details in how you also have ways to address toxic relationships!   **POI ANS:** We need to rather clearly say why you find fragility to be the alternative, and why is it bad!  **Conclusion**   * We should emphasize here why what you have provided so far should be debate winning for you!   **Style**   * You had good clarity! * We need to adopt some facial expressions to make our speech appear more engaging! * We need to have significant tonal variations! * We need to have a lot of hand gestures please! They are key in sounding more persuasive as a speaker!   Speaking time: 4:11! |
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