| **Student Name:** Aiden |
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| **Motion:** THW make it compulsory for adult children to take care of their elderly parents. |
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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 starting on a loud and confident note; this really helps to assure that the judge is listening to you! * Good signposting! * Try to keep moving your hands; this helps to keep my attention and get you higher speaker points! * Try to make sure that you are giving me a depiction of what this policy will look like; for example, what do you mean by caring for the parents? Is it the case that the children need to pay for the parents, physically care for them, etc? * Try to make sure that you are telling me about the impacts of this situation; does this help to perhaps make the relationship between parents stronger? * I like the idea that parents and children will have a resentful relationship if this doesn’t happen; try to first tell me why this is the case. And also what kind of harm will this produce? * You need to focus on building your reasoning; I’d like to see more reasons from you for why it is the case that your argument is true! Try to give me at least three to four reasons for why each of your claims are true.   Speaking time: 03:12.58, aim for 4:00.00 next time! |
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| **Student Name:** Amy |
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| **Motion:** THW make it compulsory for adult children to take care of their elderly parents. |
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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:**   * Good effort at having a hook! * Make sure that you keep your body language and hand gestures consistent; you need to make sure to keep the performative part of the speech up! * Try to make sure to break down each point; for example, when you talk about how parents should not command their children around, try to tell me why this is the case first. If you’re telling me that the relationship will worsen, make sure you explain why this happens and why it is very important to consider that it will happen! * Make sure to have some rebuttals for the other side; this means, telling me about why the speaker before you was wrong about their take on the topic and the debate itself. * I like that you are using transition phases today! (Last but not least, etc.) * Try to tell me more about how much this will impact the child; does it mean that they will be reliant on their children in the future? Will people even want to prepare for retirement, etc anymore? * Try to talk to me about the principle; do you think it is morally correct for a parent to expect this of a child? If not, why so? * Good eye contact! * I like how illustrative you were about why life today is so difficult; to the extent where people can’t afford to take care of themselves and their parents at the same time!   Really good work today Amy! Keep this up! - Coach Naveen  Speaking time: 06:04.04, good work! |
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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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