| **Student Name:** Oscar |
| --- |

| **Motion**: This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university |
| --- |

| 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 |
| Competition Score: | 69.5 | | | | | |
| 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! Try to make sure that your next speech doesn’t need a hook reminder. * You want to give me some signposting; meaning that you give me a preview of what you will say moving forward and you want to flag that you are moving between arguments/segments of your speech as you do this. * Remember, this is an actor debate - meaning that this debate is from the perspective of the student. In that context, you need to make sure that you are telling me what their likely interests/incentives are and why this decision aligns with that. * I get that some degrees can be quite difficult to get employment in as you say (E.g., philosophy, etc) but you really wanna make sure that you are telling why these degrees are likely to be the ones that people will go for. * I think you need to be pre-emptive; the other side is probably going to talk about how you need a degree to get into certain jobs, etc. How would you respond to that? * You talked about earning power from the first few years - assuming this is a low paying job, why is this earning power strong? * I think you need to make sure that you are telling me about the ability to raise your income despite not having a degree. * Don’t be so reliant on your paper! Make some eye contact with me. * Switch up your tone! I’d like to hear some contrasts.   Speaking time: 05:02.52, let’s aim for 6 minutes next week! | | | | | | |

| **Student Name:** Lulu |
| --- |

| **Motion**: This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university |
| --- |

| 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 |
| Competition Score: | 69.5 | | | | | |
| 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!!! Super impactful content and vibes. * Good definitions in the set-up; you want to make sure that you punish the proposition for not setting this up! Point out the fact that they did not respond. * You want to make sure that you explain how likely it is for the student in this motion to get a scholarship - give me some analysis for why it's likely for them to get funding due to their grades, ability, etc. Remember to make it look possible! * I would like for you to be less reliant on your paper - try to make more eye contact and just flow from your heart! * Remember that this is an actor debate overall; you need to explain why the student has an incentive and or motivation to go to university, even if it means that they may not be around their parents or helping their family too much. * For the community argument, a cure to cancer or a discovery might be a bit of a high bar. You could however say that this is something that is very good for the community as other students and or children around this student could become an inspiration for them to go to university, etc. * I’d like to see some vocal contrasts from you; this means that you don’t have only one tone throughout your speech!   Speaking time: 04:29.89, nice! Let’s aim for 5 minutes next week. | | | | | | |

| **Student Name:** Jacky |
| --- |

| **Motion**: This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university |
| --- |

| 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 |
| Competition Score: | 70 | | | | | |
| 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:   * Interesting hook; but I think you wanna watch the time because it took up a whole minute of your speech! * Good signposting! * I understand that the speaker before you didn’t talk about the process of getting a high paying job; but you wanna make sure that you are first actively proving that the student in question won’t get the high paying job, or at least why it's not very likely. * If you sorta get an argument, but the opponent does not complete the argument, just complete it for them and rebut that argument for them. It gives you good brownie points with the judge for trying hard to engage. * Good response to the POI. * I think a bit too much time is being spent on the rebuttals! You weren’t done by around 4:35 already! * I think you can also point out that the part-time job angle from the opposition actually subtly shows the judge that the other side does agree that getting a job is important. Make sure you also explain just how much money you will be missing out on if you’re taking a part time job vs a full time job! * I understand that college is expensive, but the ultimate argument here is to talk about how this investment isn’t going to pay off. If college is expensive, but you manage to get a good degree that leads o a good job, then it isn’t that big of a deal that is expensive. So, focus on the aspect of why you will not get the return you hope for from a degree. * For loans, it's also the case that these debts don’t go away because of interest rates - it can hinder your financial wealth; this is because money that could have been used to invest or save, etc, instead of paying off a debt.   Speaking time: 07:36.79, nice! | | | | | | |

| **Student Name:** Davian |
| --- |

| **Topic:** This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university |
| --- |

| 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 |
| Competition Score: | 70 | | | | | |
| 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:   * Good vibe and tone at the beginning! I liked the hook quite a bit. * Make more eye contact with me. (Assuming that I am a judge.) * Good signposting! * Rebuttals   + Good rebuttal re: high paying jobs requiring a degree. You could also go further here to suggest that the likelihood of you scaling up to a high pay from a low paying job is so low - thus, even if we don’t get a high paying job immediately, we are just so much more likely to get a good paying job sooner vs not having a degree.   + University is expensive - Fair that you can pay it back, but it might be a better argument for you to suggest that university isn’t expensive in all situations - bring back your partner's argument here. Why is the student in question likely to be able to get a scholarship or at least big discounts?   + Try not to take back to back POIs; good job for rejecting the POI when you weren’t ready to get one.   + You want to be a bit careful about the part-time job argument; it subtly agrees with the proposition because it shows that you agree that getting a job is important to an extent. * Try to make sure that you have an active structure - i.e., Claim-Reasoning-Evidence. This makes it much clearer for both you and the judge to track and know what’s going on in your speech! * The idea that your case is contingent on the student becoming rich is quite unstrategic; there's a lot of uncertainty here. Give yourself a lower burden - meaning that you show that your case is still good, because it shows that the student will be more comfortable, etc.   Speaking time: 06:38.33, nice! Let’s aim for 7:00.00 next week! | | | | | | |