| **Student Name:** Louca |
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| **Motion:** THBT parents should raise their children to prefer to be single. |
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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 offered and/or accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student’s choice of words was persuasive and strategic. | 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: | 76 | | | | | |
| 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:**  Opening   * Impressive start! Good approach to building context of the debate. * Good job stating what your first argument is, although, I would recommend you provide a glimpse of what you will talk about in your speech overall. Example: i’ll talk about two things in my speech. First….Second…   Substantive   * Its important to stress on the context   + Example: provide several ideas that suggests that people are distracted or not focusing on ambition at the moment, and only then move to arguing that you make it better under your side. * Provide numbers while stating the impact.   + This will significantly improve the clarity. * The context of how people are having difficulties in their companionship is distinct from the argument that you started with. Please make sure that the titles of the arguments are clearly stated.   + Signposting can be much better! * Its important to show the importance of being single in your speech.   + The speech is largely focused on the negatives of companionship, and not enough on the positives of the lack of it. * When you make an argument about child support, alimony, property divisions, make sure to prove that they are:   + Very harmful to a wide demography   + These problems don’t exist under your side   Speaking Time: 4:57 |
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| **Student Name: Sonja** |
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| **Motion:** THBT parents should raise their children to prefer to be single. |
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| 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’s choice of words was persuasive and strategic. | 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: | 74 | | | | | |
| 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:**  Opening   * Good context at the very start of your speech. * Vocal clarity is very good although it is recommended that you be louder. * Maintain eye contact throughout the speech.   Rebuttals   * Good job clarifying that many people seek companionship and not just community.   + Stress on this point more and link it with how the proposition disengages with basic interest of people.   + Also, add a few impacts on what that leads to. You can borrow a few points from your substantive for this.   Substantive   * Good job mentioning that companionship gives people joy.   + This is a reasonable point to bring in this debate and is highly relevant.   + Can you connect this point with how you increase suffering under prop if they aggressively recommend people to move away from this concept.   + You can clarify that many people choose not to have a partner and that’s fine, however, it shouldn’t be a lifestyle that’s actively taught * There is some repetition of the thesis that people desire partnership.   + Its important to bring new points to the debate at this stage.   Speaking time: 03:23.84, good work! |
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| **Student Name:** Amanda |
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| **Motion:** THBT parents should raise their children to prefer to be single. |
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| 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’s choice of words was persuasive and strategic. | 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: | 77 | | | | | |
| 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:**  Opening   * Very good hook. Great job!   + Good job mentioning that the modern ideas of partnership are outdated.   + Also great job backing the context with statistics that showcases the failures of the modern idea of partnership.   + Good job clarifying that you are not forcing this lifestyle on them.   Rebuttals   * Good job clarifying that fifty percent divorce rate is still terrible.   + Can you connect this response with how its better under your side.   When preampting, you don’t need to over-state that you are going for a pre-amptive. Also, don’t define the term as well.   * You can simply move on to preempt.   Substantive   * Financial literacy: There isn’t mechanised well. It seems like a sudden argument that lacks basis.   + Try connecting it with your central idea. The link is currently missing. * When you’re arguing about modern companionship, its recommended that you explain how that happens.   + Spend around 30 seconds doing this and only then move to your impacts.   + Your arguments about how this system has evolved over time is highly relevant and you did a good job of explaining it.     - However, the impacts aren’t clear.     - You’ve tried to take a jump from this context to an assumption that parents recommending single-hood is the solution. You must elaborate more to make it convincing.   Speaking Time: 6:27 |
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| **Student Name: Alvina** |
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| **Motion:** THBT parents should raise their children to prefer to be single. |
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| 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’s choice of words was persuasive and strategic. | 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: | 76 | | | | | |
| 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:**  Opening   * Very good start. Good job contextualizing! * Good signposting.   + You stated what you’ll do in the speech quite clearly.   + You also stated the arguments. Good job!   Rebuttals   * You’re using personal examples that may not be generalized with everyone.   + Try to connect the examples with the main thesis. * Social Skills: Good point about how commitment and emotional learning cannot be learned from communal ties, and can only be learned from companionship.   + However, why are these skills important? The prop is advocating for single-hood and individuals may not really require these skills as much as they do under opp.   + The point about valuable insight is also relevant, although it isn’t justified well. Link it back to your thesis and explain why its very important.   Substantive   * Argument about Loneliness: The justification provided does not clearly explain why this matters and how it is much lesser under your side.   + We cannot assume that this point is fairly intuitive and requires no explanation. * Once again, most examples are personal.   + Try bringing up more general examples that can be directly tied to your thesis.   Speaking Time: 5:59 |
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| **Student Name:** Anders |
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| **Motion:** THW implement minimum racial quotas in the police force. |
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| 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’s choice of words was persuasive and strategic. | 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: | 77 | | | | | |
| 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:**  Opening   * Good direct start. * Try being a little more enthusiastic, especially at the start. * As an extension speaker, it is important that you clarify what you will do in the debate.   + This ensures that the judges understand your responsibility well as its uniquely different from other speakers in the opening half.   Substantive   * The point about finances is based around marriages/companionship where at least one of the parter is deceptive.   + This does not generalize everyone, or even many.   + This argument narrows down the scope of the argument.   + The example of husband and wife that are conflicting once again does not cover a large chunk of context in the debate. * When you argue that its not a good idea to spend a lot of time with the wrong partner, its important to clarify:   + What’s the alternative under your side     - Why is that better?   + The point about better job is good. Its highly relevant.     - How is this likely to happen? An extra layer of justification is required here. * The point about having time for oneself is also a good one.   + This, however, must be mechanized better.     - The assumption in this point and the one before this is that its likely to happen - this requires justification.   Extension   * You should stick to a context.   + You brought a point about how economy is bad, is that the main context? * Whenever you’re required to critic companionship or marriage, you’re resorting to a direct claim that its a bad idea. Recap on the justification for this if you are going to use this as a context for your extension.   Speaking time: 06:20, good work! |
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