| **Student Name:** Oscar |
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| **Motion**: THW walk away from Omelas |
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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 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:   * You gotta have a hook Oscar! That said, the stance about how the child does not deserve to suffer was strong. * Interesting characterisation on how the majority of people probably don’t know; doesn’t thai play into the hands of the Opposition though? Since these unknowing and innocent people end up being harmed when Omelas falls eventually. * Good even if; try to weigh out why the child matters a lot more compared to the population of the city! * Why is it important to fix the mistake of torturing the child? * I think you have a lot of good base ideas; you just need to elaborate why the things you were saying were true and important! * There is a direct relation between the child and the city - the city is torturing the child! But also, good argument is that the child should not carry the burden of the city. Be sure to answer the why of this!   Speaking time 03:50.12, good work! | | | | | | |

| **Student Name:** Davian |
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| **Motion**: TH supports the right to access euthanasia (i.e., medically assisted suicide.) |
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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 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: | 71 | | | | | |
| 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! I like the passion. Good eye contact too! * I think the rebuttal on rationality is fair; you can take it further though. You could also say that some people who are not necessarily terminally ill, but live a life of pain (for example, someone who is very disabled.) are also likely to be pushed for euthanasia to not be a burden on the state! * I think you have a strong case for why it’s unethical to give a person this choice; but remember, tell me about the alternative! What are people going to do if they don’t go for medically assisted suicide? * I think you are making an assumption on irrationality; pain does not necessarily negate your ability to decide for yourself. Similarly, choosing to die on itself is not a completely irrational decision - you gotta prove this! * I think there is a way to explain how valuable life is without assuming that things become better; it is the case that even with a terrible disease, you are still subject to witnessing the beauty of the world. You can still experience love, etc. I think you should sell this life to me first! * I think you had a really interesting idea about people believing that death is their only option to survive and or that they are pushed in the direction of believing that death is the only option; tell me more about this! * Time management is an issue - you entered the second argument at 06:58!!!   Speaking time: 07:31.37, good work! | | | | | | |

| **Student Name:** Oscar |
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| **Motion**: THBT idol culture in K-pop has caused more harm than good for both K-pop idols and fans |
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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 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:   * Don’t refer to your opponents by name! Just refer to their speaking position, don’t give them power. * I think you might want to make sure that the speaker before you doesn’t get the chance to dunk on your partners. * You gotta make sure to layer your argumentation; for instance, when you suggested that people are easily flippable against their idol; you need to make sure that you explain why this is true! * You need to make sure to lay out all the reasons for why these idols are uniquely oppressed or treated terribly by their fans and or idols! Especially in a context where your opponent is giving an opposite analysis. * You gotta have more direction in your speech! I wasn’t sure of what you were proving; get the strategy down!   Speaking time: 06:57.98, good work! | | | | | | |