| **Student Name:** Anders |
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| **Motion:** THBT rehabilitation should be the only consideration in criminal sentencing. |
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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: | 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:**   * Good force and vibes at the beginning! Good hook. Keep up this energy please! * I think that you would really benefit from taking the occasional pause in your speech; do it for the ease of understanding! * Set-up: Try to tell me more about rehabilitation; is this something like a high school graduation certificate, therapy, cognitive brain therapy, etc? * I’m not so sure about how deterrence is a principal argument? * Rehabilitation; I think that you are doing a great job of farming this as reasonably as possible! (Re: this is about treating them humanely.) * I think that you want to take the trade off though; the trade off in this debate is that to some extent, we are definitely treating the prisoners really well and maybe even going above and beyond. * Try to tell me more about the process of going “crazy". This could look like, for example, you going to a prison, being surrounded by people who are already violent, people who are not getting better at managing their anger, etc. This is how someone who ends up in prison who was not previously violent ends up becoming violent, because the system forces them to do so! * Try to make sure that you are being specific with your impacts; talk about the who, the what, the when, and how!   Speaking time 05:35.44, good work! |
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| **Student Name:** Kyle |
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| **Motion:** THBT rehabilitation should be the only consideration in criminal sentencing. |
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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: | 68 | | | | | |
| 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 hook! Try to start on a much more assertive note though. * Eye contact and delivery is an issue in this speech; make sure that you are actively projecting and varying your tone and emotions! * Try to make sure that you are signposting; signposting means stating out loud as to what you are saying and when! E.g., saying things like, first my policy, etc. * I like the argument that people may not feel fear of jail; why is this bad though? How does this possibly impact people? * Gotta give me hand gestures Kyle! * Try to make sure that you are actively telling me about the impacts of your arguments; focus on the who, how, when, and what of your argumentation! * You need to expand; this means, telling me about why it is true that people will indeed not be able to change, etc?   Speaking time: 05:02.13, good work! |
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| **Student Name:** Ethan |
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| **Motion:** THBT rehabilitation should be the only consideration in criminal sentencing. |
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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: | 70.5 | | | | | |
| 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:**   * Good hook and posturing! * Try to make sure that you are actively pushing yourself to project your volume and add emotion into your speech. * When you mention that these prisoners will end up hating society, you need to tell me more about how this happens. From your own language (Psychotic animals.), it seems like the people who enter prisons are already deeply violent; will this really make them worse then, given this? * You can talk about the abuses that happen in prison to support the idea that people will become worse. For example, you can analyze the fact that retribution is usually carried out by prison guards - which is where a lot of abuse happens! There isn’t much that can be done in this scenario. * You’re sounding quite monotonous; change up your tone and variation! * You could actually go further for the argument about people becoming more violent; the reason for this is because people will end up having to join prisons, gangs, etc, just to make sure that they are safe! * Try to give me more details of what exactly it is that your rehabilitation will include; this helps to answer the question of effectiveness!   Speaking time: 05:56.64, good work! |
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| **Student Name:** Amanda |
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| **Motion:** THBT rehabilitation should be the only consideration in criminal sentencing. |
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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: | 70.5 | | | | | |
| 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:**   * Good hook! I appreciated the anger in your tone. * Try to make sure that you are moving on from your hook a bit sooner; try to wrap it up by around 0:15! * Good signposting! * Rebuttal: 1. People become better via good circumstances - I think that you need to explain that this is not necessarily true; you cannot apply a random European country to the rest of the world. Perhaps you first want to show that Finland is a unique and not replicable situation? * 2. What about the victims - What about them though? The proposition might argue that going to prison and being cut off from society is already a terrible punishment. You need to prove to me that ultimately, the victim matters more than the criminal - even if it means not helping the criminal get that much better! * POI response: Fair enough! * Try to tell me about what the punishment you seek is; because until you do, it is vague and the propositions perspective of things might come true; the propositions perspective is that people will be treated terribly. Try to make sure that you show that you can still be humane while punishing them! * Good argument re: no reporting. You can actually take this further by talking about vigilantism! People might take justice into their own hands if they feel that the system won’t help them. * You need to make it less obvious that you are improvising; don’t snitch on yourself via your facial expressions!   Speaking time: 06.16.24, good work! |
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| **Student Name:** Elvina | P3 |
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| **Motion:** This House Would Place significant tax on companies that use Artificial Intelligence. |
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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: | 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:**  Good ideas, but needs to be fleshed out more!  We need to be comparative through our speech. While negative analysis of opponents points help, there is more to it than just saying them to be persuasive enough to win over them!  **Opening**   * The hook gave a weighing, not an engaging start! * We need to start with something that is delivered with conviction, and helps explain your point better!   **Rebuttal**   * Good point that you could use the tax for giving people welfare! * On your response to the opp team on where their funding will come from, they had actually well explained it already! They talked about all the regular sources of taxation by the government!   **Clash 1**   * I am unclear on whether our pros are better than your pros, and our cons are better than your cons as a complete analysis. We need to go deeper here and explain with substance! * You could hammer a lot more on the unemployment point! * You could also talk more about the point of AI going rogue in its worst possible case (why the risk is not worth it)!   **Style**   * We need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact (to all of the audience)! * Lets have better enunciations in speech! * Please try to adopt some facial structure as well! * Good clarity in the speech!   04:27! |
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