| **Student Name:** Oscar |
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| **Motion**: TH Regrets the Batman’s no kill rule. |
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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 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:   * Good hook! Strong emotions. * It’s not an actor motion! Remember it's not from the perspective of the Batman. * You wanna start with the set-up first; what does the no kill rule look like? What do you prefer instead? E.g., when would Batman kill someone you think? * Fair thoughts on why these criminals are so bad to the extent where we should kill; I think you really want to focus on why they cannot change; give me some details here! Also, perhaps some context on why the crimes committed by these criminals are so incredibly devastating to the extent where death is the only fair punishment. (E.g., massacres, etc.) * You should also focus on how Batman dropping the rule might impact people in society; are people likely to be happier, feel safer, etc? * I think you did a pretty good job of explaining that people need protection! I think you gotta go a bit further to explain that this is truly the only way to protect them; is it because they are facing super villains with high powers? | | | | | | |

| **Student Name:** Jacky |
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| **Motion**: TH Regrets the Batmans no kill rule |
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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:   * Good hook! * Set-up   + Good depiction of the rule   + Good illustration on why Batman likely does not kill; I think you probably want to point out the danger here in Batman losing the value of life. Meaning, can we actually stop Batman if he goes too far with the killing, etc? * You might wanna be a bit more efficient and quick with how you are setting up! You got into rebuttals at 03:08, quite late.   Rebuttals   * I think you wanna point out that the standard for killing someone is pretty vague; how exactly does Batman decide to kill? * Make sure you prove that the containment is likely to work and or be successful! * Good response to the POI! * Good flipping of the prop argument! (Re: Criminals are gonna start killing too.)   Argument #1: Value for life   * I think you wanna make this less of a general argument for why life is valuable as compared to why Batman specifically should not be killing anyone. * Remember to prove that it is possible to reform the criminals! For example, the main push of the prop is that this is better because they cannot be reformed anyway. * Forgiving: Okay, I think starting by saying everyone makes mistakes in the context of supervillains killing people en masse probably isn’t the best strategy!   Speaking time: 07:51.59, good work! | | | | | | |

| **Student Name:** Oscar |
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| **Motion**: This house believes that student evaluations and feedback should be the sole criteria for retaining a teacher’s employment. |
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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: | 70.5 | | | | | |
| 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. * I think you really gotta make sure that you are speaking with a bit more flair and flow. It felt a bit too choppy! * You gotta up the amount of eye contact + hand gestures that you are doing! * I think you could really benefit from vocal contrasts! You need to make sure that you are really projecting your voice and moving your hands. * I get that a lot of students are probably logical - but you gotta prove this! Why is the average student likely to be logical and fair to their students? * You might want to argue that students have some good capacity to understand what makes a student good or bad - this might make it easier for me to believe that students will be reasonable. * You wanna go through a lot more impacts; e.g., when you suggested that students can do pretty well and can understand what makes a teacher good, what does this do for their learning experience, etc? * You can also run some different outcomes for the teachers - perhaps now they go for more training, etc. This is all beneficial as it increases their teaching abilities! * What was the value of the relationship between the teacher and student part? I think you gotta make sure that this is clear!   Speaking time: 05:20.05 | | | | | | |

| **Student Name:** Lilianna |
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| **Topic: T**his house believes that student evaluations and feedback should be the sole criteria for retaining a teacher’s employment. |
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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:   * I think you really need to make sure that you are starting your speech off on a strong and assertive note! * I like the observations you made at the beginning re: exclusivity. * I think you gave me some solid reasons for why students aren’t able to judge the teachers effectively - but the main thing that needed to be responded to was the idea that in the end, students need to make the decision on teachers because they are the ones on the receiving end of things. Its a slight difference, but this is what you want to deal with. * You do a good job of pointing out and cleaning up the debate - but I would like to hear more substantive rebuttals on why they are wrong, etc. * Good weighing re: exclusivity! You were very close to saying that it isn’t too valuable because of the limited impact, but stopped. Go the full way next time! * You might want to bring back the reasons your partner had in terms of why children might not be mature, etc. This was all really compelling stuff!   Speaking time: 05:55.09, nice job! | | | | | | |