| **Student Name:** Lulu Xing |
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| **Motion**: This house would eject national sports teams fro, international competitions if their fans or players are found to have committed racist or offensive acts during matches |
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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: | 67.5 | | | | | |
| 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:   * Try to come up with a hook next time around - let’s avoid using the motion and or side! * Good signposting as you move through each part of your speech. * Good definitions. * Don’t forget to set up your burdens!   Arguments: SQ is dangerous   * Try to start with the basic questions first; for example, is it fair to punish the whole team? What might the team do that contributes to this situation? * How does ejecting the team out change things? * Try to give me multiple reasons for why the team controls the fans. Is it because they are more popular, etc? * Try to go step by step - how does this improve the situation on the ground? * Try to give me more of a different tone when moving through your speech * Structure your speech better - use the Claim - Reasoning - Evidence - Impact model! This will help you significantly.   Speaking time: 3:46.19, well done! Let’s aim for 4 minutes. | | | | | | |

| **Student Name:** Oscar Xue |
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| **Motion**: This house would eject national sports teams fro, international competitions if their fans or players are found to have committed racist or offensive acts during matches |
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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: | 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:   * Make sure that you start your speech with a strong hook! Talk to me about why this is unfair etc   Rebuttal   * Try not to use isn’t it rebuttals - these tend to be gotcha moments that aren’t too logical! * Good point on why it isn’t the fault of the whole team though - tell me why! Is it the case that these players in particular are not too great and or are very aggressive? Does that make things harder for them to control? * Try to give me more examples here - on why you can’t really do much about the fans, why you can’t control the person, etc.   Argument:   * I think it's fair that there might be some accidental racism, etc. But what about the actual real cases of offensive racism etc? Gotta deal with the worst case scenarios. * You need to make sure that you are giving me multiple reasons for each point you’re giving me. Try to break it down to a really detailed level - for example, why is it true? How is it true? * What is the impact of the relationship between community and fans getting worse? Try to break this down for me. * You gotta make sure you’re dealing with what Lulu was talking about! * Make sure that you’re structuring your argument - use the claim - reasoning - evidence - impact model!   Speaking time: 4:50.02, nice work! Let’s aim for 5 next week. | | | | | | |

| **Student Name:** Oscar |
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| **Motion**: This house would place a cap on the salary of professional sports people |
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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 |
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| 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 |
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| Teacher comments:   * Try to start your speech with a hook that isn’t just an introduction of yourself. * When it comes to rebutting, you want to go straight for the most damaging part of your opponents speech - for instance, they suggested that this isn’t going to make any change anyway. Remember, it’s not enough to just rebut with a counterargument! You gotta explain how you’re better and why they aren’t true. * Argument 1: Government can control the money and improve the targets of the industry * What kinda targets are we talking about here? Also remember that you gotta explain HOW specifically the government will succeed in implementing these actions. You gotta deal with the outcomes! * Eye contact! * For the right part of the argument, it was quite unclear. You want to explain what makes something fair first before going into explaining how something is unfair. * You must prove that the money will end up in these other areas/facilities! It’s presumptive to suggest that it will happen without proving why. * You must switch up your tone! It’s too monotonous right now. | | | | | | |

| **Student Name:** Daryl Ng |
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| **Motion**: This house would remove the Olympic quota system |
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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: | 69 | | | | | |
| 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:  Our opening needs to be more pointed; why is it about this, why must it be about this. You are asserting what it should be and is, without explaining why it has to be or must be this way.  Rebuttal   * Remove purpose - you need to unpack origins + why it is this way; why the purpose is distinct from other sporting competitions; it is about national competition and the singular best person in the nation; there are individual sporting championships for this distinct purpose. Justify why this is the way it should be; give me an example of what this looks like! * Explain how it is about participation - and that when the competition starts, it becomes about the qualified athletes that exist. * You need to focus more on responses; as 2nd Opp - your duty is to engage!   Argument 1   * Representation and hence engagement - good! Link this to the purpose of the Olympics as noted earlier. * POI - fair response.   Argument 2   * I think you need to unpack who suffers in Proposition’s world and why; which countries cannot compete with others and why? Why is there such a disparity or gap in competition; do they have an incentive to develop or fund sports in a world where they do not have this quota at the Olympics?   Never have two arguments at 2nd in a WSDC round. Instead, incorporate this analysis into responses instead.  Clear improvement in this speech.  We need to ask POIs consistently!  04:57 | | | | | | |

| **Student Name:** Tongtong Lai |
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| **Motion**: This house would remove the Olympic quota system |
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| Competition Score: | 68 | | | | | |
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| Teacher comments:  Good work starting with a high impact rebuttal up top. **Rather than saying unprivileged countries**, talk about how your side incentives these countries to develop sports because they create a standard to aspire towards, rather than just being able to send someone who never succeeds.  In signposting, you need to give me the NAMES of the clashes.  AFRICA IS NOT A COUNTRY AND SYRIA IS UNDERGOING CIVIL WAR. CHOOSE BETTER EXAMPLES NEXT TIME.  Clash 1: What is the thesis of this clash? What will you prove?   * Why do countries behave in the way you claim? Why don’t they have incentives to develop sports locally where opportunity exists? Why does your side achieve this? * Has this been a clash in this debate for you to make it a clash? I would argue the clashes are on the nature of the Olympics, and where sports is better. * The weighing is introduced in the middle of the clash, rather than at the end. You also haven’t finished proving why your side helps them. * Why isn’t it about representation? Daryl gives reasons as to why the Olympics is about national representation, as opposed to other competitions - you need to engage with this directly. See the POI he asks you. * This clash gets pretty repetitive; you also only have ONE clash!   We have to ask POIs!  05:17 | | | | | | |

| **Student Name:** Bernard Chong |
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| **Motion**: This house would remove the Olympic quota system |
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| Teacher comments:  Why would it be chaos? You need to be more mindful of your opening and pay attention to the point you want to make. What is the purpose of the opening you have now?  Just one clash? You need to have two clashes - and you need to give me the NAMES of the clashes.  Rebuttal - you cannot have a large number of rebuttals and then start clashes. Your rebuttal must be incorporated into the CLASHES.   * It is an overclaim to say that this promotes cooperation to the extent of North Korea; is this true?   There are two clashes in this debate. On the nature of Olympics, and where sports is better.   * Is this an evolved response to Prop? Or are we repeating what 2O said re a minimum level of quality being maintained? This is also a first level response. You need to tell me why even if the level of quality is low than what could be - which is true - you prefer it. Justify this trade off.   We keep moving from issue to issue; you need to start recording your speeches and listening them back and considering what the structure and flow is. What do you **need** to respond to, and what are you responding to at the moment?  POI - cut them off if they go over fifteen seconds!  You need to unpack the origins of the Olympics + why it is this way; why the purpose is distinct from other sporting competitions; it is about national competition and the singular best person in the nation; there are individual sporting championships for this distinct purpose. Justify why this is the way it should be; give me an example of what this looks like! Explain how it is about participation - and that when the competition starts, it becomes about the qualified athletes that exist.  I think you need to unpack who suffers in Proposition’s world and why; which countries cannot compete with others and why? Why is there such a disparity or gap in competition; do they have an incentive to develop or fund sports in a world where they do not have this quota at the Olympics?  What new responses did we add in this speech?  We have to ask POIs! We didn’t ask a single POI today.  05:17 | | | | | | |