| **Student Name:** Tony |
| --- |

| **Motion:** THW require defendants in criminals to be represented exclusively by public defenders. |
| --- |

| 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: | 72 | | | | | |
| 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 stage presence and hook! * Good hand gestures! * Try to make sure that you're making more eye contact; try to look up about every 5-10 seconds. * Try to make sure that you are talking about how exactly this shift is going to happen; what happens to the private firms and lawyers? How might you end up treating them? * Good characterisation re: the people who matter the most in the debate. I think you could go further to say that the poor should be a priority in this debate as they are the people who are most at risk; they are at risk of a conviction that can seriously ruin their lives. * Try to make sure that you are signposting; that means, telling me about where you are in your speech and what you will be saying at each part of your speech. * I think the issue of the rich suing the poor isn’t quite accurate; in this situation, it is the state (prosecutors) who charges and goes after the poor. Perhaps you could instead mention that this is a disparity between treatment and the type of representation people get. * Try to make sure that you are mechanising; this means, telling me about the process for how the rich will end up funding the system more. Show me the possibility of this happening and the actual steps that will be taken for this to happen. * Try to make sure to tell me about why the public defenders will be better; is it because of increased public attention and pressure? * Try not to shut a POI down before it's finished; this is just for appearances!   Speaking time: 04:50.02, good work! |
| --- |

| **Student Name:** Anders |
| --- |

| **Motion:** THW require defendants in criminals to be represented exclusively by public defenders. |
| --- |

| 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: | 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 start to the speech; good energy. Make sure that you are making direct eye contact with the judge during this time period as this is when you have the judges attention the most. * Don’t say that you don’t have a lot to say in your argument! * You need to move away from commentary on your opponents arguments; fair enough that the argument isn’t mechanised, but you didn’t respond to anything he said anyway! * Good angle re: how this overworks the system even more. Try to give me some contextualisation for this. You could say that there aren’t many public defenders already - this doesn’t change overnight and will take years for it to truly be effective. * You could talk about how the government also has multiple different priorities (i.e., development, etc.) that makes it difficult for them to pay people well. * An interesting angle re: people are motivated by cash and money. Try to make sure to tell me about what happens to the industry if we go against this motivation – will people still remain within the industry? If not, what is the harm of this? * You could talk about some systematic reasons as to why you need a private lawyer; it could be the case that the private lawyer in question can help you and specifically you to overcome systematic barriers like racism, etc. * Try to make sure that you keep the manner up; I think you started on a good foot, but that your presence dwindled throughout the speech. Be sure to fluctuate and have different tones. * What happened to the impacts of the speech??   Speaking time: 05:54.30, good work! |
| --- |

| **Student Name:** Alvina |
| --- |

| **Motion:** THW require defendants in criminals to be represented exclusively by public defenders. |
| --- |

| 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 | | | | | |
| 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 start to the speech! * Good stage presence! * For the rebuttal to the people not becoming a public defender; you could also say that most people struggle to make an income outside of the one career they have. This could be because they have a specific skillset, etc. * Statistics are fine; but they can’t be the main reason for your argumentation. These are just meant to illustrate as compared to prove. * Try to talk to me about the structural issues that happen within the public defenders; there are issues like skill issues, burnout, overwork, etc. Try to tell me about why this will get solved with this policy. Is it because people will now expect these people to work even harder? * Good eye contact and hand gestures; try to make sure that you’re looking up at the judge at least every 10-15 seconds. * Try to compose yourself; I know that a lot was funny, but try to make sure that the laughter doesn’t come out in your speech! * You could actually focus on how this will help a lot of people; as they now get better lawyers, etc.   Speaking time: 05:08.81, good work! |
| --- |

| **Student Name:** Louca |
| --- |

| **Motion:** THW require defendants in criminals to be represented exclusively by public defenders. |
| --- |

| 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: | 71.5 | | | | | |
| 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 volume and stage presence at the beginning! This is a perfect pace and tone for you. * Try to make sure that you are looking up at the judge every 10–15 seconds, even if it is briefly. * Rebuttal 1: People will still be a public defender. I think that you can point out that most people are actually good and probably want to help. But most people cannot afford to be working out of the kindness of their heart. They need to live too! * Rebuttal 2: When you are describing something as false, try to make sure that you’re backing it with 2-3 logical reasons! * Try to keep impacting the harm of being underfunded and overworked; this just basically means less people are now going to get good representation and legal advice. This is terrible for the poor that proposition wants to defend! * Don’t describe an argument as stupid!! * Try to make sure that your hand gestures are up at your neck level; so that the judge can see and properly credit you. * Try to make sure to tell me about why it is fair for some people to want a specific person to represent them; is it because this is their life and they need to be okay with the person that represents them? * I like the idea that private lawyers can help on a pro-bono basis; try to make sure that you tell me about why this is preferable. Could this be because we still keep really smart and capable lawyers within the industry? * Good argument re: how this prevents people from appealing as there is no time. * Try to make sure that you’re telling me about why your arguments will be super impactful at the end in your conclusion! * Good POI!   Speaking time: 05:55.29, good work! |
| --- |

| **Student Name:** Luke |
| --- |

| **Motion:** THW require defendants in criminals to be represented exclusively by public defenders. |
| --- |

| 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:**   * You need to make sure that you sound like you believe in your hook when you say it. * Good tracking of the other side! * Try to make sure that you aren’t holding your speech in your hand as you're speaking; you gotta make sure to keep your hands free to gesture! * A lot of your arguments and rebuttals rely on you proving to me that the public defenders actually get more people at their disposal. This is crucial and really needs to be mechanised! * Good work for considering both scenarios; you should also suggest that perhaps the pay in this industry will not be as bad - this is because the industry (public defenders) become much more competitive and well paid since the general quality of lawyers increases tremendously. * You need to talk about why it is unfair for someone to get a much better lawyer by virtue of the wealth they possess; you can directly show that there is a link by saying that people get bad representation as the best lawyers go for the best pay! * Try to make sure that you tell me about why and how the system changes; you are assuming that things become better without really proving to me that this happens. * I think you’re speaking a bit too quickly. Slow down a little! |
| --- |

| **Student Name:** Amanda |
| --- |

| **Motion:** THW require defendants in criminals to be represented exclusively by public defenders. |
| --- |

| 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 | | | | | |
| 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:**  Speaking time: 06:30.54, good work!   1. Nice start! You are sounding competitive. 2. Good hand gestures and good stage presence! 3. I think that you didn’t go far enough when describing the issue of how they do not prove that things don’t get better; you should point out that this is pretty much what their ENTIRE case relies on. That means, the entire case falls apart if you manage to disprove this! 4. Rebuttal: Rich will become a public defender. You can point out that most people who attend law school, etc, are quite wealthy and privileged anyway. Moreover, there are different areas of the law to jump to like commercial law, etc where the money is good. 5. The private vs public school illustration might have been a bad idea because the opposition could actually use this against you by saying that private schools are why public schools are badly underfunded, as the rich parents are not forced to send their kids to a public school! 6. Try to tell me more about why the issue becomes significantly worse; it is because the structural issues such as poverty, under-training, etc, are all still happening when you force everyone to become a PD. 7. I think that time management was an issue in this speech; you only entered the clash at 4:25!!! 8. Try to make sure that you are telling me about how and why specifically that your approach to the clash is the best way to approach the debate. 9. Try to make sure to consider the brain drain argument; this means we lose the best academics and etc that could contribute to developing criminal law! |
| --- |

| **Student Name:** Giselle |
| --- |

| **Motion:** THW require defendants in criminals to be represented exclusively by public defenders. |
| --- |

| 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 | | | | | |
| 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 your own hook next time! * A lot of your arguments and rebuttals rely on you proving to me that the public defenders actually get more people at their disposal. This is crucial and really needs to be mechanised! * Good work for considering both scenarios; you should also suggest that perhaps the pay in this industry will not be as bad - this is because the industry (public defenders) become much more competitive and well paid since the general quality of lawyers increases tremendously. * You need to talk about why it is unfair for someone to get a much better lawyer by virtue of the wealth they possess; you can directly show that there is a link by saying that people get bad representation as the best lawyers go for the best pay! * Try to make sure that you tell me about why and how the system changes; you are assuming that things become better without really proving to me that this happens. * I think you’re speaking a bit too quickly. Slow down a little! * Try to make sure that you are maintaining a good stage presence; I feel like you could have been a lot more assertive today! * I think that this speech was not very focused; try to make sure that you are actually dividing the speech into a couple of core issues and explain why the issues identified by your side are the most crucial aspects of the argument. * Good contextualisation for why people will still remain in the system!   Speaking time: 06:50.85, good work! |
| --- |