| **Student Name:** Anastasia Kavvathas |
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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 |
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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: | 67 | | | | | |
| 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:**  [NOTE: Today’s speeches are 5 minutes’ long.]  Nice focal point in the hook about allowing every country the opportunity to compete in the Olympics, but can we spend some time explaining why Proposition must trade-off representation in their model?   * Otherwise, Prop is arguing that they can have BOTH merit and representation.   + We have to then explain that the Olympics have limited resources and opportunities, so Prop cannot increase the number of athletes attending. They have to ban weaker sporting nations from sending any representatives to give more sports to high-achieving nations.   We are analysing in a stream-of-consciousness type of speech structure!   * The 1st speaker has to provide a set-up. * You need to flag all of your rebuttals and arguments, instead of integrating everything.   + It isn’t clear which part of your speech is a response and which is the case.   We need a proper rebuttal as to why improving competitiveness is NOT the foremost goal of the Olympics.   * It isn’t like the Olympics was lacking competitiveness to begin with, the scale of difference in benefits for the Proposition is completely immaterial.   + People are already inspired as it is, so this was never a strong problem statement in this debate.   What is even the value of representation?   * There is a vague sense of hope being implied, but it isn’t clear what the impact/benefits of this would be.   + Why is it important for weaker sporting nations to have the opportunity to develop sports in their country by participating in the Olympics?     - What is the unique value of participating in the Olympics in particular? Explain that the commercial value of being national representatives of your country will attract nationwide support, corporate sponsorship, etc and all of this can be channelled back towards growing the sport, as well improve that society’s appreciation of sports.   We must offer POIs in the debate!  1.53 - We are heavily under-timed today! We have to reach 5 minutes in every debate. | | | | | | |