| **Student Name:** Renee Yang |
| --- |

| **Motion:** This house would introduce a salary cap for professional sportspeople |
| --- |

| 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:**  [NOTE: Today’s speeches are 5 to 6 minutes’ long.]  Our first sentence should be the hook right away, rather than reading out the motion.   * Good start to the framing, but we need to explain why biases is the most important thing in the debate!   + Are there a lot of biases in professional sports?   + Is this more important than rewarding athletes who have achieved the highest pinnacle of athleticism?   On the set-up:   * Very well done on setting your burden and the burden-pushing to the Opposition. * While I understand the goal of setting fair wages, it’s not clear HOW this system will be set.   + What factors will you consider when coming up with the wages? * Are you requiring transparency in the process? Who is monitoring this?   I like the benefits that you’re setting up in the first argument, however, we need to set out the problem statements first.   * If you are ensuring no corruption occurs, was there a lot of corruption to begin with? * To ensure good-looking athletes are not overpaid, was there a severe problem of favouritism to begin with? * We are missing the impact statements for all of the above?   + Why is it important for athletes to receive fair compensation for their labour?   On their quality of lives, we need to nuance the importance of this to athletes in particular.   * Explain first why many athletes are structurally underpaid. * We should analyse that athletes often have short-lived careers, so fair compensation is incredibly important because they cannot work in the field for very long.   Excellent response to the POI, this response should be within the argument itself.  Good job managing the flow of your speech and taking the POI closer to the 5th minute.  The impact on athletes leaving the industry should be in the first argument. Tell me what happens to the sporting industry when low-income, talented athletes are excluded from the field.  Don’t say you’re going into the model at the end, as that is meant to be at the start of the speech. Convert this into a full standing argument instead.   * But are you actively proposing that the wealth previously concentrated at the top will be redistributed to the bottom tier?   Good job offering POIs!  6.12 - Good timing! | | | | | | |