| **Student Name:** Melody |
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| This House would use community service instead of fines as a punishment for minor crimes. (e.g. traffic offenses, shoplifting, jaywalking) |
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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 |
| 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:  The speech length for today’s class is four minutes.   * Instead of reading the motion at the start, it may be better to start with a hook. * Volume: it was monotonous (but easy to understand, so good job!) – a bit of variety with tone increasing/ decreasing; pace adjusting etcetera would be more useful * POI: if you don't understand a question, maybe move on and indicate what was unclear. Back and forth on it is not the most useful usage of time. * You don’t need to label “definition” while signposting - just define. But good work on trying to follow the structure. * Try to make and maintain eye contact with your audience. * Try to be more clear of the nature of punishment and follow through for non-compliance. * Good illustration of how loss of time matters much more - specifically to rich people. * Good illustration of community service looks like. But you are not able to sufficiently compare those against the effectiveness of fines. Here you need to explain what people know and don’t know about their offenses. Usually people know that it is wrong but they don’t know how bad. * 4:27 | | | | | | |

| **Student Name:** Kris |
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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 |
| 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:  The speech length for today’s class is four minutes.   * Nice attempt at trying to come up with a hook but build it up a little bit more. * Volume: it was monotonous (but easy to understand, so good job!) – a bit of variety with tone increasing/ decreasing; pace adjusting etcetera would be more useful * Good attempt at responding (its good that you explicitly state what you are responding to) * POI answer: I think it is good that you accepted and attempted to respond: but saying I dont know to a relevant question may not be the best way forward * Good work on illustrating the potential cost of losing money. * Your alternative of how rich people can find a way around community service is unlikely and also difficult to prove. * Instead of arguing whether people will do community service, try to focus on why community service won’t help to either rehabilitate these people or deter them from committing the crime. * Good work on dynamic structure for the fine but put this at the top of your speech in your model.   4:51 | | | | | | |

| **Student Name:** Ashley |
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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 |
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| Teacher comments:  The speech length for today’s class is six minutes.   * Good hook to start with! * Do not get lost in your speech; perhaps scripting more or thinking in your head what you will say after what should help in deciding this * “Jail time depending on what they did” – this is enough. You may add an illustration or two to demonstrate this. No need to go further. * Good clarification on human psychology and how people react to situations. * Try to minimise random confusing remarks in the middle of the speech. You are taking too long to summarize ideas from prop and less time for actual responses. Make your sentences shorter so you don’t lose your chain of thought. * You need to engage with the POI head on to try to show what exactly you do in community service. Show how this is related to the offences and how you actually learn in the process. * You are taking a lot of time to get to your central point - try to attack a little bit more. We need more direct responses, multiple reasons to support your responses. * You don’t want to be too hung up on the model. You are not the first speaker from your side. So, focus more on proving your argument. * Good attempt in trying to come up with POIs. * 6:30 | | | | | | |

| **Student Name:** Henry |
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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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| Teacher comments:  The speech length for today’s class is six minutes.   * Good illustration. But please don't get distracted while stating them (eg do not laugh at your own speech) * Eye contact: please look beyond the paper in your hand more * POI: no backs and forths; answer as much as you figured. * The rich can get away with jaywalking by giving money into people’s pockets – how true is this? Why is this true? Needs more analysis. * Just because things worked in the past does not mean they will work now. Focus more on the current contextual realities to suggest why fines still work as an effective mechanism. * You need to work on the structure of the response. You are not summarizing and identifying the argument from the prop. We need to be able to see what exactly you are responding to. * Good work on explaining that fines leave a paper trail making further opportunities difficult to achieve. * You have tried to show that fines might be effective - but you haven’t yet said why this is fair. * You want to minimize analogies. * 5:55 | | | | | | |