| **Student Name:** Davian |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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:  Note: Speeches are meant to be 3-4 minutes in length for today’s class.   * Don’t say “I will give definitions” - just do the definitions. * When you say that kids are likely to figure out something is a lie as they grow up - explain why they are likely to figure this out. Once they figure it out, why are they also likely to hate their parents? * A nice alternative offered by suggesting that children will rely on other sources for the information. You want to explain what those sources are and why they are bad. * You project your voice well and have a good volume. I appreciated the personal story you incorporated into your speech. * When dealing with a short speech time, you might want to ensure you get to the point and/or argumentation quicker. Setup is important, but the arguments are the most important parts of your speech. * You also want to be clear about what you are defending. What situations are we talking about where parents would lie to their parents? * Your speech could be more specific. What is a wrong decision made by the children? 4:16 | | | | | | |

| **Student Name: Anders** |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 |
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| Teacher comments:  Note: Speeches are meant to be three minutes in length for today’s class.   * Nice opening line. It encapsulated the main crux of your case well! * The case felt convenient. This was because it felt like you were arguing through examples. You want your argumentation to apply in a majority of scenarios. * Examples are meant to illustrate the main point of your speech. They cannot be the main part of your speech! * While highlighting that there is no proof for ideas in the proposition is okay, try to show exactly what thing they didn’t prove. You also can let your own proof and analysis do the talking. * When you say things will be detrimental to the well-being - you are not illustrating how lies will affect this.   3:15 | | | | | | |

| **Student Name: Athan** |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 |
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| Teacher comments:  Note: Speeches are meant to be three minutes in length for today’s class.   * When you say false information itself is a bad thing - try to show why. How can it lead them to make bad decisions? Does it distort their worldview? * While it is a good clarification that parents can ignore the question - you can say how this option on the part of the parents benefits your case. * Let’s not get taken aback by a POI. Try to answer. It will also be helpful to accept POIs when you are ready - after you have made your point. If you can’t then just transition to your own ideas. * We are pausing a lot in between your sentences. Let’s try to minimize that. * You want to make your speech as structured as possible. At times, it was difficult to tell if you were engaging in rebuttals or your argumentation. You want to clearly tell the judge where you are so that the judge does not get confused and not credit you properly.   2:29 | | | | | | |

| **Student Name:** Isaiah |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 |
| 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: Speeches are meant to be three minutes in length for today’s class.   * Nice improvement on your vocal projection. And you have started making your hook more emotive - that is good. * While the illustration of scenarios like adopted children can be powerful, also make an analysis about certain hard truths that every child is likely to face rather than just some specific children. Also let’s minimize some of the radical harms like PTSD. * Why is it likely for a child to be able to tell that a parent is lying? Your own characterisation makes this difficult to believe (i.e., that parents tell the truth a majority of times.) * What does emotional damage mean in this context? You also want to avoid arguing purely through the example of a parent saying “Hello, adopted child!” * Some harms proposed were far-fetched. It’s quite unlikely that all children are all so immature to the point where they cannot accept hard truths by their parents. Besides, can’t parents tell their children hard truths in a way that is gentle and sensitive? * Overall a much better speech than the last time. 3:40 | | | | | | |

| **Student Name:** Ethan |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 |
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| Teacher comments:  Note: Speeches are meant to be three minutes in length for today’s class.   * You want to avoid making your examples based on things as extreme as a child going to Hiroshima after a nuclear bomb exploded there. * You want to avoid vague impacts such as emotional damage. You want to explicitly explain what this means and how it happens. After that, you want to be able to explain how this may impact the relationship between a parent and a child. * Let’s not focus more on minor mechanistic details and let’s get into the heart of the argument as soon as possible. As a third speaker you should look to resolve clashes - not start new ones. * Nice illustration of a lot of contexts when lies can be useful but minimize very specific examples that are unlikely to happen in real world. * Nice work identifying the ideas from the other side. But we need more work on the rebuttals. Use multiple reasons to disprove their ideas. Utilize the emotional state of the child, the context of the lie and the relationship with the parents. * You also want to answer broader questions like how this helps or harms the parent-child relationship or children’s future. | | | | | | |

| **Student Name:** Kayden |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 |
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| Teacher comments:  Note: Speeches are meant to be three minutes in length for today’s class.   * You want to try to expand on the things you are bringing up in your speech. For example, how exactly would children react negatively? How exactly would this impact the relationship between parent and child? * Nice identification that children need opportunities to learn and that can come only from parents using lies to teach them things. But we need clarification here. Why are lies important for learning? * Try to show how dangerous, horrible or unfathomable truth can be especially to the kids. * While its a good weighing to show that safety comes first compared to children’s right to know the truth - explain how lies can protect the child. * You want to reference your previous speakers as much as possible and make explicit comparisons about these ideas.   2:00 | | | | | | |

| **Student Name: Blossom** |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 |
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| Teacher comments:  Note: Speeches are meant to be three minutes in length for today’s class.   * Nice identification that kids also learn by modeling parent’s behavior - not just by following their instructions. * You want to avoid using a singular tone throughout your speech. This makes your speech less attention-grabbing. Try to rotate between different volumes and emotions. * Let’s try to resolve broader clashes rather than individual things like children’s medical issues. * You may want to show how the children-parent relationship is affected by lies. Show what a dysfunctional relationship looks like. * Lets minimize the use of “um”s in your speech. * Lets try to speak a little bit louder. * Good identification that children’s reaction will be bad once they figure out the truth.   3:10 | | | | | | |