| **Student Name:** Anders |
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| **Motion:** This house would allow parents to genetically engineer their children at birth. (eg. tendencies, intelligence, appearance) |
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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.   * Nice work on illustration of benefits of genetically modified children when they become adults. * Try not to jump directly into arguments. We need a bit of contextualization at the top of this debate * Your analysis shows that these people have capacity to do good, you have not proven that they have an intention to do it. Explain why just because people have more capacity, they are likely to use this capacity in a good way. * Rather than using a question to prompt the opposition, try to explain how you solve the issue on your own side as well. * This debate is about parents making a choice. Explain what kinds of parents will make this choice - why they will make it and how that will help them as well. * I think there is a way to get your point across that isn’t Kermit the Frog analogies. * Good signposting throughout the speech. You should try to be a bit more specific in your policy though. For example, what exactly do you allow to be modified? Are there any limitations? * Try to speak for longer. | | | | | | |

| **Student Name: Davian** |
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| **Motion:** This house would allow parents to genetically engineer their children at birth. (eg. tendencies, intelligence, appearance) |
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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 five minutes in length for today’s class.   * Nice and emotive hook. But try to also show the possible harms of tampering as well - rather than just saying why that is a bad decision to make. * Nice work on showing that parents want their children to be successful and the definition of success is more or less the same. * If you want to prove that no one will do the jobs that are important but not lucrative, explain why that is the case and also the harms of having that in the world. * Let’s try to minimize the pauses in the middle of your sentences. * While you are correct in identifying that every parent wants the best possible outcomes for their kids, that doesn’t mean that they will be able to do that through genetic engineering. * What actually is the problem with allowing for children to have certain skills? People can have certain skills, but that doesn’t necessarily lead to a specific career path. Why is this far more pressuring compared to the current world we live in?   6:15 | | | | | | |

| **Student Name: Ethan** |
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| **Motion:** This house would allow parents to genetically engineer their children at birth. (eg. tendencies, intelligence, appearance) |
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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 five minutes in length for today’s class.   * Nice hook at the beginning. Try to incorporate some eye contact with your audience and judge while you are starting your speech though. * When you are rebutting, try to focus on just disproving the truth of the argument. It’s not as useful to have commentary on a speech as that doesn’t tell the judge that the material responded to is wrong. * When you say the healthcare system can be eradicated, a large part of it is a future scope of this procedure. Try to make more realistic claims here. This could be the treatment of genetic diseases or make them have a more healthy body. * Don’t label your argument the same as your hook. Try to figure out a different framing, either for your hook or your argument. * Also in this debate, the decision is very specifically made by the parents, so it would be strategic to point out that parents should get to have this right even when they might choose not to exercise it. * What happens to all the people who still have diseases and aren’t genetically modified in your world? Try to consider different angles in your speech. * 5:55 | | | | | | |

| **Student Name:** Kaiden |
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| **Motion:** This house would allow parents to genetically engineer their children at birth. (eg. tendencies, intelligence, appearance) |
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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 |
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| Teacher comments:  Note: Speeches are meant to be five minutes in length for today’s class.   * Try to have a bit more assertiveness and or energy when you are starting off your speech. It really goes a long way to make a positive first impression on a judge. * A key angle that you could have focused on is that not all people in society will be automatically genetically modified. There is likely to be a large amount of the population that does not benefit from this. How is that fair? * Nice work trying to point out the way the other side argued was not sufficient to prove the outcomes. But you need to do your own actual work as well to show why you achieve those outcomes on your side. Or you don’t have those harms. * If people choose not to genetically modify their children, how would they be affected in this world? * In your responses to your POI, rather than questioning the validity of the opposition's claim - disprove them. * Good work on explaining with raised abilities, expectations will also be raised. Try to explain why they are less likely to meet this expectation or meeting this might create a worse situation for them. * We should not rely on dystopian books as a reason for bad outcomes. You can borrow the logic from there if it fits here and is reasonable but don’t borrow outcomes directly. | | | | | | |