| **Student Name: Anders** |
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| **Motion:** This house believes that bullying should be treated as a criminal offense. |
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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 five minutes in length for today’s class.   * Nice work on illustrating that bullying has endangered people’s lives. * You want to clarify what schools are not doing right now. Show why they are underresourced or they don’t have an incentive. * Good illustration of bullying in real life. When you explain suspension and detention doesn’t affect them much - explain exactly why these do not work. Maybe talk about people who would rather not go to school and why they would be okay with these types of punishments. * Good explanation of how the criminal penalty is a big deterrence for these individuals. * You need to offer a clearer model on what criminal penalty works like. What kind of people will be sent to jails? What kind of people will receive counseling and therapy? * You want to also explain the lack of surveillance and private nature of bullying that makes it difficult to police bullying. * 4:00 | | | | | | |

| **Student Name: Isaiah** |
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| **Motion:** This house believes that bullying should be treated as a criminal offense. |
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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 work on explaining that bullies become bullies as a result of harms that happen to them. * When you explain what exactly happens to bullies. Show how the criminal justice system works. Why will the bullies commit the crime again? * Here talk about how the criminal justice system is inadequate to deal with kids particularly. Explain here why a more personal intervention from parents and teachers is a more delicate way to handle the issue and how that is better. * Try to explain what are the existing ways in which we are getting better in dealing with bullying. Explain how we already have larger resistance against bullying. * Nice work on explaining that bullies become worse people once they go to jail. * You need to explain your alternatives in detail. Here explain how almost always people take steps to separate bullies and people who are bullied. Nice work on explaining people's perspective about bullying. * Try to speak a little bit faster. You are pausing a lot in the middle of your sentences. * Your model cannot be that these schools need to change. Just show what you are going to do generally. 4:49 | | | | | | |