| **Student Name: Anders** |
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| **Motion:** This house supports a world where our chosen families (e.g., close friends.) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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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 the birth family does not provide what you exactly need. Here you need to explain exactly what people actually lack and how you cater to that through your perception. * Nice work on identifying that length of the relationship is not the measurement of the stability. Also nice work linking that to the lack of quality relationships with the rest of the people in the world. * When you explain friends have actual reasons to care for other friends - try to explain why. * Good illustration of how the relationships evolve to be more toxic.   3:30 | | | | | | |

| **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 hook. Good work on explaining that friendships are usually temporary engagements. * Nice work on explaining that parents usually prefer their kids to be the best there is and thus they try hard to improve the situation for their children. Good work on explaining the amount of contribution that your family members have. * Good work on explaining that parents will be dissatisfied when they feel their affection is unreciprocated. Good work on explaining that parents are more able to understand the personality and feelings as they grew together with them. * Just because parents understand their kids' feelings doesn’t mean they are the best actors to decide what is good for them. Explain how parents are held accountable by other measures in the society and how they are still responding to other things in the world. * Try to add a proper response structure in your argument. * Try to speak louder.   3:58 | | | | | | |

| **Student Name: Marcel** |
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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.   * We need a stronger hook. You need to explain why friends are more likely to be untrustworthy. Try to explain here that the extent of relationships that you have with friends are limited in time, depth and commitment. * Your explanation of friends manipulating you is unreasonable for most cases. However the relative characterization that you don’t know your friends as well as your family is good. * Good work on explaining that people are more attracted to surficial characteristics like money, popularity and strength. * Good work on speaking louder. I want this energy consistently for your other speeches as well. * Try to speak for longer. * Nice work on explaining that people are bad decisionmakers - you however need to explain this better. | | | | | | |

| **Student Name: Athan** |
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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.   * We need a stronger hook. Don’t just repeat the motion. * When you explain that people consider families on top - explain where that belief comes from and why that is an unfounded belief. * When you explain, friends can persuade you to do good or bad stuff - I can’t see why that is better on your side. Try to explain how you have a larger pool to choose from when you decide on your friends. * When you explain that most friends are kind - explain why. Good work on explaining that people make good choices in regards to their friendship. * Good work on explaining that when something bad happens to you, friends will support you. * Try to speak louder.   2:10 | | | | | | |

| **Student Name: Regina** |
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| **Motion:** This house supports a world where our chosen families (e.g., close friends.) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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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.   * Try to start with a hook. * Try to make and maintain eye contact with your audience. Rely on your notes less. * Good work on explaining that family members will try to cater the needs of the family. * When you explain that friends are likely to support you more - explain this in relation to familial relationships. Why are families more likely to argue? * Try to explain here more directly - how families will compete to become better in this world as they can’t just count on the fact that they are blood related. * Good work on trying hard to speak. Try to speak louder. * Nice identification that friends can bring in diverse perspectives and experiences.   3:09 | | | | | | |

| **Student Name: Charlize** |
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| **Motion:** This house supports a world where our chosen families (e.g., close friends.) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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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.   * Good energy and enthusiasm in your speech. * You need to structure clashes in the form of proper phrases and questions. * Good work on explaining that there is a lot of contribution that parents have invested in your upbringing. * In your responses, instead of asking questions - try to answer them. Also you need multiple reasons in your responses. * Nice work on explaining that friends are much more likely to decide based on specific emotions that they feel. * Try to speak for longer.   2:40 | | | | | | |