| **Student Name: Anders** |
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| **Motion:** This House supports regularly reviewing and reducing the number of friendships in your life. |
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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 reviewing and reflecting allows you to understand more about what they want and choosing based on this. * Good work on the setup part of the relationships. Try to explain exactly how people make these decisions. * When you explain that there are some people who you don’t like or want in your life - explain how they are able to recognize these people. Explain the harms of allowing them to be there. * Nice work on explaining that a toxic relationship can keep on hurting you without the rational intervention of thinking of this relationship. Good response to the POI. * You want to explain more clearly why people are likely to make a rational decision about it and how they won’t be emotionally overwhelmed in making this decision. * Good work on explaining that people you don’t like make bad decisions and inform you in a negative way. Good work on explaining that peer pressure and bad influences can be serious if we are not purging them. 5:13 | | | | | | |

| **Student Name: Morgan** |
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| **Motion:** This House supports regularly reviewing and reducing the number of friendships in your life. |
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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 four minutes in length for today’s class.   * Nice work on explaining that you lose time and friendship with some close friends if you have too many friends. Here try to explain what each friendship demands and how that obligation makes it worse for them. * Good work on trying to identify ideas from the other side. However when you say you are careful about removing friends - show why people will care more about this. * You can explain why people will also try to work and put in more effort to be a good friend if they risk being removed from their life. Things like family members who don’t really care about their family - are likely to put in effort. * Try not to be more confused about your own handwriting. * You are pausing a lot in the middle of your speech. Try to minimize that. * Good work on explaining that people accomplish a lot less when they don’t review their relationships. * 4:08 | | | | | | |

| **Student Name: Athan** |
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| **Motion:** This House supports regularly reviewing and reducing the number of friendships in your life. |
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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 friendships can turn out to be important for people. * Good work on explaining that rich friends can help you out. You want to explain why people are likely to cut them out on the proposition side. * Good work on explaining that more friends also make you popular. * Try to explain that you will already remove toxic friends in your life. But in most instances - you will keep them all the time. Try to explain you don’t constantly have to review them. * You need to offer more reasons to support why people would hate you after you remove them as your friend. Explain how people value relationships in your world.   3:17 | | | | | | |

| **Student Name: Charlize** |
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| **Motion:** This House supports regularly reviewing and reducing the number of friendships in your life. |
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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.   * Instead of a question in your hook - try to answer that question. Explain exactly why it is a bad idea. * Good work on the structure of your rebuttal - but don’t ask questions there - try to use more reasons there. * When you explain that trust and friendship is developed over time - explain how people are bad judges of characters and bad decisionmakers about relationships. * Good work on explaining that better social life opens you up to social connections. * Nice work on explaining that people are less likely to connect with you when they know you are the one who is less likely to keep you. * We need a more reasonable response to a POI. * Good work on explaining that a large number of people have invested time in these kinds of relationships and they will be hurt. | | | | | | |