| **Student Name:** Marcel |
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| **Motion**: This house would allow performance-enhancing drugs in sports. |
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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:  The speech duration for today’s class is three minutes.   * Nice work on explaining that sports is a way to competitively present yourself and now people use performance enhancing drugs in an unfair way now. * Good work on the model and good structure for your argumentation. * When you say the side that loses could benefit from taking these drugs, try to explain why this is fair and also why they will do it responsibly as well. * Try to show what we get to show once players use this drug - Will this help to retain the point of sports? * Good transition to conclusion. But before conclusion - try to show what you have proven in the debate.   2:30 | | | | | | |

| **Student Name:** Melody |
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| **Motion**: This house would allow performance-enhancing drugs in sports. |
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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:  The speech duration for today’s class is three minutes.   * Let’s try to make our hook more powerful and emotive. * Nice work on building a countermodel for your side. * When you challenge the idea that different teams are differently skilled, don’t say that is not true, say that different skills are okay in sports. * Nice work on trying to rebuttal though. * Good work on explaining the side effects of these drugs. However, some of the side effects like overdose needs further explanation. Say why these athletes are likely to overuse or abuse it. Talk about addiction and also the quest for victory that makes them manipulate their body chemistry in an extreme way. * Good work on saying how the whole idea of sports gets redefined. * When you say people want to observe athletes in natural condition, try to explain why. Maybe give explanations and analogies on your side.   4:00 | | | | | | |

| **Student Name:** Selina |
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| **Motion**: This house would allow performance-enhancing drugs in sports. |
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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:  The speech duration for today’s class is three minutes.   * Let’s try to start with a hook. * Nice work on explaining that people still have freedom to choose what they want to do with their body. Try to explain why this right is important. * Good illustration that there are arbitrary and random factors that affect the performance in sports that make sports unfair. Try to show why this will help to balance out the odds because it is possible it might make it even more unequal. * Try to also address the other side’s ideas by trying to respond to their ideas. * Nice work on saying that the definition for sports can evolve with time and it can grow to accommodate the people who take performance enhancing drugs to improve. * Let’s try to minimize the pauses in the middle of your sentences. * Good work trying to adapt the overall structure for our class. * You have a lot of questions in your speech. Let’s try to focus more on illustrations of your answers more than the questions.   4:23 | | | | | | |