| **Student Name:** Marcel |
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| **Motion**: This house would ban violent sports |
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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:  The speech duration for today’s class is five minutes.   * Good work on the hook. * Good structure in the signposting. * Try to explain specifically why risk of injuries should be a worthy consideration when people choose to play this regardless of the risks. * Try to have a model for the ban a little bit directly. * Nice work on identifying that accidents happen quite frequently and unpredictably in these games. Explain here why rules, coaches or referees are unable to manage these situations. * Try to also explain how other people are influenced by these violent sports.   3:00 | | | | | | |

| **Student Name:** Kyle |
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| **Motion**:This house would ban violent 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 |
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| Teacher comments:  The speech duration for today’s class is five minutes.   * Your hook needs to be a little bit more emotive. Explain the thrill and excitement in these violent sports that you want to support. * I think removing violence from sports isn’t that strategic of a model. Try to rather explain what kind of regulations, training and personnels are there to prevent that. * Nice identification of the economic impacts of these sports getting banned. On the part of athletes and businesses it is fine. * We need more responses in our speech as well.   2:30 | | | | | | |

| **Student Name: Selena** |
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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:  The speech duration for today’s class is five minutes.   * We need a longer, more illustrative hook. * We need a more proper structure for our responses. Try to summarize what the other side said, give multiple reasons for why that is not true and explain why it is not important. * Try to minimize the pauses in your sentences and emphasize the right words. * Your argument about injuries and health depends on you proving it is highly likely that an average athlete will be injured and that will affect their career. So, focus on proving that much more rather. * Nice illustration of what kind of society we want to have. Explain why you don't want it. Explain what kind of effect and response society will have to it. * 3:25 | | | | | | |

| **Student Name:** Melody |
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| **Motion**:This house would ban violent 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 |
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| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:  The speech duration for today’s class is five minutes.   * Nice work on explaining that people should have the choice to decide how they want to engage in sports. * Your argument about choice needs to be built a little bit more - explain why people are rational enough to make choices. Explain that people understand the risks. Revenue is proportional to risks and everything else. * Nice work on the structure of the response by explaining how different sports have proper guidelines. But you are not explaining why these guidelines are reinforced. * You don’t have to redefine violent sports - unless you have something to change. * Nice work on explaining that people aren’t forced to play violent sports - explain that even in situations where people are choosing these sports when forced by their circumstances - this is still a reasonable choice. * 3:31 | | | | | | |