| **Student Name:** Jamie |
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| **Motion**: THW place graphic images of animal suffering on meat packaging. |
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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 |
| Competition Score: |  | | | | | |
| 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:   * I would like you to have a hook in your next speech. A hook is an opening line that is either dramatic and or funny, it is an attention grabber. Make sure to have one! * Please look at the judge and not just your paper when you are speaking! * Good illustration on how this harms animals specifically - I think this may have gone on for too long however, as you need to make sure to tell me why this is important! * You suggested that people will switch and not eat meat anymore once they see the images on meat packing; why is this true? Why is fear the most effective thing here? * You need to make sure to make your speech presentable; quite a lot of your classmates struggled to hear you and understand you. Be clear!   Speaking time: 02:25.94 | | | | | | |

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| **Student Name:** Melissa |
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| **Motion**: THW place graphic images of animal suffering on meat packaging. |
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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 |
| Competition Score: |  | | | | | |
| 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:   * Solid hook! Make it smoother on the ears by avoiding words that are a bit curt. (E.g., stupid.) * Good signposting! * For the rebuttal, you could go further to explain that most people may react in either anger or not reacting at all instead of fear. Besides, the other speaker does not explain how fear will motivate people in the way that they suggest anyway. * I understand the argument that this could hurt businesses;   + You wanna be careful here to not just assume that the proposition is right; because if you’re suggesting that farmers will lose business, you are assuming that the proposition will successfully convince people to drop meat.   + When explaining the harm here, you probably want to explain that farmers and etc cannot do things like switching to different products, etc. They can’t do that since farming is a very one item orientated process.   + How big is the financial hit? Tell me!   + I think you need to explain why the average person isn’t the person that should be targeted in this scenario.   03:53.81 speaking time, great! | | | | | | |

| **Student Name:** Annette |
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| **Motion**: THW place graphic images of animal suffering on meat packaging. |
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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 |
| Competition Score: |  | | | | | |
| 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:   * I appreciate that you had a hook! Try to make it more impactful or emotional though. * Good signposting! * I understand that you said you wouldn’t force people to go vegan or that it wasn’t your solution; but if you have been misrepresented (E.g., your opponent is saying you’re doing Y when you aren’t) You can just point this out to the judge! * What happened to your rebuttals? Don’t let them get away with the arguments they made! * Good illustration on how people will react when they see the animals! * I get the argument that people may not want to buy the meat anymore; perhaps they are going to go to a different company, go to a more ethical company, etc? I think you made this argument already (Re: the cruel butcher) but you wanna make sure you make that connection there and then! * The part about not quitting meat is a bit prone to the other side. If that's the case, I’m not sure things will change for you! * Try to give me more hand gestures!   Speaking time: 03:45.61. | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: THW place graphic images of animal suffering on meat packaging. |
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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 |
| Competition Score: |  | | | | | |
| 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:   * Good hook! Very dramatic. Try to make sure you keep the hand gestures moving without needing me to remind you! Also wanna watch the time; you finished your hook at 0:40. * No need to repeat the motion post-hook! * Good signposting! * Rebuttals   + Scare people away; You have excellent rhetoric here, but you need to tell me why people are likely to just be turned off and desensitised. This is especially true when the speaker before you spent a ton of time building this argument!   + High quality meat; To be fair to Prop here, I think they genuinely just meant that they want people to buy meat from people who treat their animals right. Try to respond to this instead, or you can just disregard and or point out that this argument doesn’t really make sense and thus should not be valued.   + Society changing; Good question in terms of whether they would change or not. But I think you really need to make sure that you are explaining why they are **less likely** to change right here to really bury the other side. * Argument: Kids get trauma   + This argument on the onset is not an argument that is too valuable; the reason for this is because it's conditional. The argument only works if a parent lets the child see these images and or a child sees this image. So, there is space for Proposition to counter this argument quite easily.   + Good argument explanation despite the concern above.   + For the argument about backlash, I wasn’t too sure about why this was that important. How big is the backlash?   Speaking time: 05:42.46, nice! | | | | | | |

| **Student Name:** Aaron |
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| **Motion**: THW place graphic images of animal suffering on meat packaging. |
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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 |
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| 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:   * Thanks for having a hook! I think it would be much more impactful if you had a louder and more assertive tone! * Don’t be afraid!! You are actually making a lot of sense. Your arguments will be much better received if you had a more confident tone. * You need to do some signposting; meaning that I need to get a preview of what you will be arguing and when in your speech. * Make sure you defend your teammates; the second speaker of Opposition (Amanda) had quite a lot of things to say about your teammates' arguments, you can tell me why they are wrong in general in terms of how they rebutted you! * For the argument about how this will help people choose better meat; i think you need to specifically explain the angle of fear and how this will help people change their diets and or give up on meat. * Good example on cigarettes! Really apt comparison. * Remember to do a case by case comparison; which is in your best case scenario, why are you better than the Opposition? Why is your worst case also preferable to the best case of the Opposition?   Speaking time: 03:42.91, nice! | | | | | | |

| **Student Name:** Anthony |
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| **Motion**: As a parent, This house would encourage their children to play sports for victory, rather than enjoyment. |
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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 |
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| 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:   * I think you need a hook! I appreciate the energy you had in your hello though. * Give me more eye contact and hand gestures! Don’t rely too much on your partner for help. * Try to make sure that you are signposting, e.g., tell me what you will say in your speech and when. * For clash comparisons, what you wanna do is to make sure that you are first talking to me about the other side's case; why were your opponents wrong on most of the issues? Next, tell me why you are better in comparison. This is how you should structure your speeches overall! * For the argument about backlash, I wasn’t too sure about why this was that important. How big is the backlash? * Try to focus on your impacts; what did you say that was really valuable in this debate? * Remember to give me a recap of all the reasons for why this is a super bad idea! (Re: this produces more harm than good.) * Good recap at the end! Try to ignore the stuff your opponents said that didn't make sense and focus on the stuff they said that truly mattered, since that is what they could win on.   Speaking time: 4:23.83, good! | | | | | | |