| **Student Name:** Annette |
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| **Motion**: THW ban the use of animals in sports and entertainment |
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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: | 68 | | | | | |
| 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! I think you want to make sure that you are giving me a tone that is assertive and confident! * I like the pre-emptives! You should however make sure that you are arguing first before you head into pre-emptives; the reason for this is because you gotta make sure the judge understands what they are supporting first before they believe you on things being worse on the other side. * You gotta make sure that you are proving the stuff you are talking about! For example, you mentioned that these animals etc may be treated badly - why is this the case? * For each of your points, you gotta make sure that you are following this format:   + Claim: What are you saying?   + Reasoning: Why is the above true? Give me a few reasons! 2-3 is a good place to start.   + Impacts: This is where you tell me about how your argument impacts people, etc.   Speaking time: 02:43.11, nice! Lets aim for 3 minutes next time. | | | | | | |

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| **Student Name:** Melissa |
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| **Motion**: THW make it illegal to use animals in sports and entertainment |
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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: | 71 | | | | | |
| 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! Just remember that something being in place for a long time does not necessarily mean that it is alright either. * I think you have a really good speaking voice and pacing! * Argument 1: Backlash   + Why would the public have a large scale backlash for this? Perhaps you want to explain that some people may see this as a cultural thing, whereby these types of sports are very important for their people and beliefs.   + You may want to explain why zoos being negatively impacted is something that the judge has to really care about - does this mean that animals may not have a place that protects them now?   + I think at certain points you may have been a bit dismissive; Dismissive means you aren’t willing to consider what the other side’s ideas and opinions may be. Try to avoid that! For example, you said animal abuse doesn’t happen because its illegal already - but this may not be true! * I think structure was a bit of an issue in this speech - Try to go for your rebuttals first and then get into your arguments! * The second argument about preservation was good! You may just want to go ahead and explain that it's fine for us to use them for entertainment too in the worst case.   Speaking time: 05:39.59, nicely done! | | | | | | |

| **Student Name:** Aaron |
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| **Motion**: THW make it illegal to use animals in sports and entertainment |
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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: | 71 | | | | | |
| 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:   * Try to make your hook more impactful! * You want to be less reliant on your paper; I noticed that you wrote your speech word for word. You may want to make sure that you are using diagrams or just brief words for your speech - this is to make sure that you are being guided along and you don’t lose your focus! * Good defense of the first speaker! You could also go further to say that the speaker before you did not actually rebut your partner to begin with. * You really need to be louder! I feel as though you are saying smart things, but the content might get lost due to the softness of the speech. * Make sure that you are signposting! This means giving me a preview of what is going to be said and when it will be said in your speech. * Good impact analysis! I think you want to make sure to focus on proving the why aspect of things - meaning that, I would like to see you explain to me on why your impacts will happen the way you suggest it will.   Speaking time: 05:04.88, nicely done! | | | | | | |

| **Student Name:** Anthony |
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| **Motion**: THW make it illegal to use animals in sports and entertainment |
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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: | 69 | | | | | |
| 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:   * You gotta start with a hook! Make sure you’re giving me something that is powerful, funny, or interesting! * I think the first part of the argument could have used a lot more detailing before jumping into the impacts; for example, why do these sports and entertainment make these animals likeable? How does it make people want to invest in animals? Talk to me about it! * Good mitigation on the rebuttal that animals get some rest. Perhaps you want to take it further and explain that most people and or zoo-keepers have an incentive to make sure that the animals are healthy, etc? * You gotta make sure that you are proving your argument - give me multiple reasons for why your argument is true! * Try to answer a POI and move on - don’t make it visible that you are stumbling! * Fair enough that they may be having a better life in the zoo - but why though? This is a good example of where multiple reasons would have been good!   Speaking time: 05:36.61, nice! | | | | | | |

| **Student Name:** Jamie |
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| **Motion**: THW make it illegal to use animals in sports and entertainment |
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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: | 68 | | | | | |
| 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:   * You gotta start with a hook! You need to make sure that you are getting my attention at the start. * You would really benefit from maintaining some formality in your speech - you gotta make sure that you are being perceived in a good light. * You gotta make sure that you are consistently using hand gestures, etc. * You are really funny! I think it's great to use that in your speeches. But you gotta make sure that you don’t overdo it! * For your clash analysis, try to compare general ideas that both sides are having, and then proceed to explain why you are more important, etc. This is the most important thing for you to do! * Try not to take 3 POI’s back to back! * Why would these animals be happier in the wild?   Speaking time: 4:00.00, good work! | | | | | | |

| **Student Name:** Melody |
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| **Motion**: THW make it illegal to use animals in sports and entertainment |
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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: | 68 | | | | | |
| 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 the way you started the speech though. * Good tracking of what your opponents said! * Make sure that you are numbering your clashes! For the first clash, make sure that you are giving me reasons for why your content is better; for example, you said you won the first clash because you gave more reasons for why the animals won’t be abused. Make sure you explain why these reasons were better! Were they better proven, etc. * If you are going to do a direct rebuttal to a speaker, make sure that you are doing it in the beginning! * For the second clash, make sure you explain why the things you were suggesting were more true overall! Tell me about why it is more impactful, etc. It is also perfectly fine for you to rebut your opponents in your clashes, e.g., when you were saying this is what the other side said, you can go ahead and demolish the arguments there and then too!   Speaking time: 02:24.61, nice! Lets aim for 3 minutes next week. | | | | | | |

| **Student Name:** Ethan |
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| **Motion**: THW make it illegal to use animals in sports and entertainment |
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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: | 70 | | | | | |
| 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! * Good signposting! * I like the pacing and the tone! * For the first rebuttal, I think you want to make sure that you are dealing with the most important aspect of the debate; at this stage, I think the most important thing was that their life was worse off compared to when they were living in the forest. This is the most crucial thing! * In addition to the above, you wanna make sure that you are prioritising what's most relevant - make sure to deal with the biggest and main push of the other side! * Look at the judge! Don’t focus so much on your opponents. * I think you want to bring back the fact that these animals are abused! You can tell me all the reasons for why this happens; people already don’t quite care for the animals, etc. This is the most important push! | | | | | | |

| **Student Name:** Aaron |
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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 |
| 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:   * Try to be a little bit assertive about your ideas. Appear abit confident. * Start with a hook before you transition to rebuttal. * Good identification of ideas from the other side, but try to show why the same harms won’t occur when you play for fun. * Good work on showing that more focus on studies can lead to better outcomes. * Try to speak louder and minimize the pauses in your speech.   2:34 | | | | | | |