| **Student Name: Marvis** |
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| **Motion**: This house will abolish mandatory minimum sentencing |
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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:   * Nice hook - but try to explain why the recommendation from the judge is more scientific than the recommendation from the law for the mandatory minimum. * Nice work on linking societal failure to committing the crime - but try to explain how judges will consider these factors and also this sort of leniency reduces the social atrocity or compensates for the societal failure. * Good work in identifying the problems from the opposition’s side but you are not telling me exactly how mandatory minimums are restrictive. Show how tough on crime policies, improper contextual understanding and other factors like prison systems in specific countries might affect the overall severity of the mandatory minimum punishment. * This debate is not about victims empathizing with the scenario but judges empathizing with it. I think you need more work on explaining what exactly will judges do in specific circumstances and why. * We need multiple lines of responses for each idea.   05:03 | | | | | | |

| **Student Name:** Ivy Xu |
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| 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:   * We need to be a little bit specific in the hook. What problem are we avoiding exactly? * Nice work on clarifying how mandatory minimums are variable across countries. However, this info is missing a link to show why this variability between countries and the conditions for mandatory minimum is justified. So your setup must help your case - avoid super neutral setup unless you plan to use the information from this. * In your responses instead of attacking small specific mechanistic bits like “you can’t accidentally murder someone” - but more like the broader consideration of how lack of mandatory minimums is unfair on itself. * Your idea on deterrence is not clarified enough to link that to the idea of mandatory minimum. The only analysis that connects is the cost benefit analysis where people see mandatory minimums as the necessary deterrence for the crime. * Your idea on everything that happens to these people when they come out of jail - happens on your side as well. Like on your side they won't get the job, they won’t get accepted in society. In fact these harms multiply on your side. * You want to explain the idea of how mandatory minimum comes to be. How do you decide 4 years is a mandatory minimum for theft? Talk about citizens, lawmakers and systems that are involved which justify this. * You want to explain that mandatory minimum already has that lenience built into it. * Nice work on identifying that an expected specific punishment will make sure that people will follow the law. * 7:17 | | | | | | |

| **Student Name:** Catherine Ho |
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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 |
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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:   * We need a better hook than saying “most vulnerable stakeholder in the debate”. * Try to minimize the pauses in your speech. Try to complete the sentence before moving on the next idea. * Try to have two arguments in the first speech. * We need a more proper structure for the setup and the model - explain how you can do this. * Don’t try to restrict the entire debate to petty crimes. This should apply to a wide variety of crimes. One way to frame this is to say that for heinous crimes, judges will also automatically administer huge punishments even without mandatory minimums. * While your explanation of the minority communities is correct - you haven’t given me reasons to suggest why judges are more likely to empathize with these scenarios. Because mandatory minimum punishment only applies when a judge decides to give a lower punishment. * Try to explain where the mandatory minimum laws come from and how they lack the specific contextual understanding of the specific conditions of crime. Talk about how they are too general. * Nice identification that each case should be handled on a case by case basis - try to link this to the specific capacity of the judges and also the nature of the trial that leads them to announce a specific punishment for a case. * If your idea is rehabilitation, why won’t this happen by just reducing the mandatory minimum for each type of crime- why abolish it entirely? * You need to analyze why lesser punishment for the criminal will help them. * 7:18 | | | | | | |