| **Student Name:** Preston Chung |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  Our opening is a bit too long, given this is a three minute speech, but good work positioning that this is morally wrong; I think we can make this clear earlier + with a starker image than the vegetable lie.  Clear signposting!  I do think we’re pausing too much within the speech - especially when we look back down at our paper; write bigger so we don’t have to literally pause to look down.  Argument 1   * Why do the children suddenly internalize this message? We assert that this will be true, but don’t really explain why this is the case. * Why will they behave in this way to their own children, especially if they’re hurt their parents lied to them. * Entire society has the wrong values - this is a JUMP. How does this happen? Why does this happen?   Argument 2   * Are the kinds of lies this motion is talking about Santa Claus? In status quo, lots of children find out he isn’t real and are fine with it. Why do children react in the way you claim? * Random mental health name drop in terms of how this suffers - why is this true? How is this true?   02:54 - good style, arguments are being proven at all! No time for you to do two arguments in three minutes, stick to one. | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  Our opening is quite similar to Preston’s. We need our opening to be Different from what others have already said; this isn’t right, and isn’t fair - just because he went before you, we don’t get to do this! Our hook needs to get to the point much earlier and with more urgency - what is the key reason our side supports.  Clear argument signposting.  Argument 1   * Why do lies matter so much in the framework of a relationship; why does everyone lie to each other and say bad things about each other. Have we proven this in any way? * Why does this trickle down effect occur? We don’t explain why this is the likely behavior parents or even children will engage in. * We assert that all of this is true, but don’t really explain why this is the case. * Anecdotes aren’t sufficient examples! We need to generalize this example to support our claim.   We’re reading - our tone is singular, with no volume modulation or any hand gestures. Put the paper down, and let’s speak louder!  02:15 | | | | | | |

| **Student Name:** Verena Wong |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  Good opening identifying that children and parents have an impact on each other; but we get lost in what we’ve written, as opposed to the delivery of this clearly. There’s a lot easier way of wording what the harm is, rather than these ‘various drawbacks’ - give me one, give me the most important one.  Good work explaining what a lie is - give me illustrations of what these lies might look like; otherwise, it’s literally any and every piece of false information ever!  We need to speak faster. We’re pausing lots and enunciating every single word!  Argument 1   * Why will they find out? Why do they get used to it? Do parents lie lots in the status quo? What exactly is the problem this motion is trying to solve? * Why do the children suddenly internalize this message? We assert that this will be true, but don’t really explain why this is the case. * Good on snowball effect, but why are children predisposed to it. You should not phrase it as ‘have you heard of x?’ - is this how a debater speaks? * Good attempt at step by step analysis.   03:18 - good. | | | | | | |

| **Student Name:** Lucas Ma |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  Don’t start with the motion? Everyone already knows this - what is the point of this? We start by asserting the harm that might occur - use an illustration to paint the picture of what this will be like.  Fair signposting.  Argument   * Is this debate about lying about vegetables? What kinds of lies is this debate about? * Why will they find out? Why do they get used to it? Do parents lie a lot in the status quo? What exactly is the problem this motion is trying to solve? * Anecdotes aren’t sufficient examples! We need to generalize this example to support our claim.   We need to stop reading and make eye contact consistently and clearly with the audience! Take your hands off the paper and deliver!  01:39 | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  Good hook, but I can barely hear it. You have to speak louder!  Rather than literally defining lying, instead, explain what types of lies this debate is about. What kinds of lies do parents tell in the status quo? What is this debate realistically about?  Argument   * What situation and what blame? We need to establish what range of situations this debate is about; currently, this argument is entirely based on the one private conversation example you give. * Good work analyzing what children are like - we need to connect this to the claim we are making. * Maybe we can analyze what the role of parents should be - what duty do they have to their children? What protection or responsibility do they have? * Impact of argument is missing!   02:45 - We need to speak faster. We’re pausing lots and enunciating every single word! | | | | | | |

| **Student Name:** Aiden Cheng |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  A hook more urgent than ‘you guys remember’ please - what you’re pointing out happens in status quo and isn’t such a big deal - explain why it is or how it is. We should not repeat the motion!  We need to explain what types of lies this debate is about. What kinds of lies do parents tell in the status quo? What is this debate realistically about?  Signposting should only cover the title of the argument!  Argument   * Children find out - fair, explain why they then see this as a huge betrayal. What kind of reaction do they have, what does it lead to? * We jump to the conclusion that lying is just a bad thing - which we don’t explain why it is true. Why is it so morally bad to lie? * How do we get to fake news and rumors - if we want to analyze that this normalizes lying, you have to go step by step to prove this occurs. * Why will they find out? Why do they get used to it? Do parents lie a lot in the status quo? What exactly is the problem this motion is trying to solve?   Good work making eye contact and using hand gestures. Naturally loud and clear. We need to modulate and vary our tone.  03:10 - speedier conclusion next time! | | | | | | |

| **Student Name:** Alyssa Yung Tai Chan |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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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| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  Good opening, well identified what the nature of parents is. WE NEED TO SPEAK LOUDER THOUGH - I CAN BARELY HEAR YOU.  Rather than literally defining lying, instead, explain what types of lies this debate is about. What kinds of lies do parents tell in the status quo? What is this debate realistically about?  Argument   * When is it necessary? Establish from the get go that parents are informed actors, who are better positioned than their children to raise them and that this involves lies. Good example of princesses etc. * Good on support - why must this be how parents behave. Analyse when parents lie and don’t - challenge the assumption that they lie about everything. * What is the impact of this argument!   01:35 | | | | | | |