| **Student Name:** Yu Bo Peng |
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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 |
| 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 four minutes in length.  This is a great opening! Well worded, but we finish it without some clear indication of how this links to the motion. We can also say this with more gusto and clarity!  Clear signposting!  Set-up   * Victory has to be prioritized - clear. Explain how parents will encourage their children to behave in these ways, or think in these ways. * Briefings is slightly odd, because it’s not like coaches are meant to do this - it’s parents! Look at the motion more closely. * Our burden should be: we will prove that children need to be more competitive and success oriented in sports, rather than paying for just participation and fun.   Argument 1   * Thesis? What will you prove in this argument? * Fair on how success/competitiveness matters in the long-run. You need to explain to me how playing sports in this way teaches kids this; why do they react in this manner, as opposed to breaking under pressure or getting super stressed instead. * The experience you are impacting only exists if they survive/do well in this process. * Fair on the easily distracted nature of children + how they play to hang out with friends. Why is this true, and why is this bad. Don’t just assert that this is how they behave - explain why it always likely to be this way!   We use good hand gestures, and make very consistent eye contact. Our tone and delivery is the challenge - we pause a fair bit, but also don’t emphasize/vary our tone enough.  04:00  We need to ask POIs! | | | | | | |

| **Student Name:** Lucas Ma |
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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 |
| 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 four minutes in length.  Fair opening, but we need to identify why we think winning is more important! We need to have a clear opening that highlights this - and is delivered whilst making eye contact!  Excellent signposting!  Set-up   * Good work explaining that this will be done well; to say that they’ll just be fine with it is slightly sweeping… * Why will they definitely win? * Explain how parents will encourage their children to behave in these ways, or think in these ways. * Our burden should be: we will prove that children need to be more competitive and success oriented in sports, rather than paying for just participation and fun.   Argument 1   * Fair thesis - you switch up focus later though! * Why is this only possible where sports is played with the aim of victory? Why can’t teamwork be learned in any other world? What is the exclusivity of this benefit? * We move from teamwork to suddenly the benefit of pressure - what is the internal organisation of this argument? * Clear impact - but is it achieved? Why will kid make it through the stress or experience being highlighted here?   Argument 2   * Same question here - why do kids get through this difficult training time? You need to explain to me how playing sports in this way teaches kids this; why do they react in this manner, as opposed to breaking under pressure or getting super stressed instead. * What if they don’t like the sport? * Clear impact - are you achieving this though? Have you proven this outcome?   Clear conclusion!  We need to make eye contact! If we don’t do this, I will make you write less/ask you to give a paperless speech. We need to project and speak louder as well!  04:00  We need to ask POIs! | | | | | | |

| **Student Name:** Aiden Cheng |
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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 |
| 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 four minutes in length.  This is an anecdotal opening - extrapolate the logic and illustrate how kids feel instead, rather than how you felt.  Counter set-up FIRST! Then rebuttal!  Where is the counter-set up?   * What does it mean for parents to encourage kids to play sports for fun? What is your burden in the debate?   Rebuttal   * Why are you responding to his second argument but not the first argument? * Explain why it is likely kids won’t like it/will stop liking it once they have to play it super competitively.   Argument 1   * Thesis missing? * Why will they break down? Asserted, not explained. Depression is a jump! * We assert that kids will feel a certain way, without explaining why they do and why they react in this way. These are all rebuttals of what Prop says; you need to give me reasons as to why sports for enjoyment is better. * What is the impact of this argument?   Aiden, we need to actually engage in counter set-up, respond in more detail, and structure our argument with more depth and detail.  We need to speak louder and with more gusto, make consistent eye contact!  03:33  We need to ask POIs! | | | | | | |

| **Student Name:** Jay Lam |
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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 |
| 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 four minutes in length.  Our opening doesn’t quite explain why we think this is necessary or particularly important; currently we just have a statement about parents. Provide me with the clearest one liner on why Prop is the correct side in the debate.  Set-up   * Good work identifying that this is about what parents should do; and the likely actions this will be. * Fair on including an element of choice. * We do go into too much detail on the day to day - but good work establishing where even if the kid loses, parents aren’t going to boo or anything like that! * Burden?   Argument 1   * Thesis? * Fair on the long term benefit; fair on how this teaches the kids a lesson; but do they internalize this lesson? Why do they internalize this? Why was it that they wouldn’t learn this otherwise? * Why will this not be a stressful experience? Why do kids get through this difficult training time? You need to explain to me how playing sports in this way teaches kids this; why do they react in this manner, as opposed to breaking under pressure or getting super stressed instead. * Clear impact - are you achieving this though? Have you proven this outcome?   We need to make sure we write more down to get through our speech properly!  We need to speak louder and with more clarity.  03:17 - try to reach 4 next time!  We need to ask POIs! | | | | | | |

| **Student Name:** Chloe Lit |
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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 |
| 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 four minutes in length.  Clear opening, needs to be delivered with more confidence and with eye contact. You’re largely just looking at your paper.  There is no signposting and structure. I can see how you’re engaging in a very clear set-up establishing how parents should behave, but to the extent that you don’t tell me this is set-up, this isn’t something I’m able to credit you for if this was a competitive speech.  There is no transition marker to rebuttal. I can see you’re responding - but only because I am tracking carefully.  Clear explanation as to what children prefer - but is this a motion about them; this is an actor motion - explain how this hurts parents instead.  Why will children feel upset or forced; you assert this, but don’t explain this.  Argument 1   * What is the thesis of this argument? * Why do they feel obligated? * Why is freedom important? Why is this better from a parent’s point of view - this is an actor motion. * Why is victory accessible elsewhere - and how? Do these kids even end up winning - ask if Prop ever proves this even occurs. * Why is stress bad - don’t just say they will grow up to have mental problems; walk me through how parents literally foster these insecurities into their children.   There is no eye contact, no hand gestures, no attempt at sounding persuasive. Next time, you HAVE to signpost and mark transitions, and you HAVE to make eye contact.  03:45  We need to ask POIs! | | | | | | |

| **Student Name:** Preston Chung |
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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 |
| 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 four minutes in length.  Clear opening. Very clear signposting.  Set-up   * Don’t say you’re going to define the motion! * Fair explanation on how parents focus their children on victory; why will they do this well? * Clear stance and burden.   Argument 1   * Thesis? * Why do kids internalize this message and train well? Why do they take well to this training and actually end up winning - this isn’t being proven! What happens if they lose and keep losing? * The outcome of resilience is fair and well identified, but do you prove that they **will** learn how to deal with these problems in their childhood? * Did we prove the solvency in this argument? * Why is this an exclusive solution? Why can no other policy or measure reap the same benefits?   Our tone is very matter of fact - with little to no variance in emphasis, or cadence. Remember that you’re giving a persuasive speech, rather than engaging in speech recital; you need to sound like you ***believe*** in what you are saying.  We need to ask POIs!  03:58 | | | | | | |

| **Student Name:** Verena Wong |
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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 |
| 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 four minutes in length.  Our opening where we acknowledge the benefit of Prop - and then include a however to show the negative is far too essay like; I want you start with the however; don’t give their argument or stance any air-time more than needed; start by saying - what Proposition forgets is that the process of being told to value victory is stressful, exhausting and toxic - parents will lead to worse relationships with their kids if this happens.  Set-up   * Clear on how parents will behave; do this in more comparative ways; for instance, rather than telling them they have to win - they can play to their heart’s extent, and if they no longer feel happy - they don’t have to. * Why will it be more beneficial? Why is freedom important? Need more specific and detailed burdens here.   Rebuttal   * Establish why they feel pressure. You assert they do, but are not explaining why they do. What is the process of Prop’s policy like?   Argument 1   * Thesis * Why do they set high standards for self? How do parents impose on them? * Do these kids even win? Will they be successful? Explain how difficult it is to consistently win and the harm that occurs. * Does detriment occur - in what way, how and where? This is a very vague argument that isn’t going into any detail to explain why or how this problem occurs. You have to write specifically, rather than vaguely!   Our tone is very matter of fact - with little to no variance in emphasis, or cadence. Remember that you’re giving a persuasive speech, rather than engaging in speech recital; you need to sound like you ***believe*** in what you are saying.  04:30 - speak to time, and speak with specificity - remember that this is a debate speech and not an essay!  We need to ask POIs! | | | | | | |