| **Student Name:** Verena Wong |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 identification that they are currently in sport and are used to push limits; fair on how this will eventually be a choice. I think we need to explain why this matters so much. So for example, that sport is about pushing limits, or that legality makes sure it is being done safely?  A part of this debate is acknowledging that at present, lots of athletes use these drugs in status quo anyways, but don’t get caught because we don’t have the equipment to do so.  Model   * Clear on choice. * Maybe we can also include regulations on what drugs and quantities to ensure this happens safely? Good on introducing some limits. * Do we need to define the motion…? Especially AFTER our model? Or are you better off moving on to your argument straight after the model?   Argument 1   * Improved performance - good claim. * Why is sports about this enhanced performance, rather than natural talent? We’re correct in how this changes sports - but why is this a good thing? Why do we want them to do this? * Do serious athletes need drugs for confidence? * The actual justification of why this outcome is good is missing. You say this makes sports more competitive - but my question is whether this matters? You never explain that it does!   04:17 - good on time.  We need to ask each speaker a minimum of two POIs, especially when we’re done speaking! | | | | | | |

| **Student Name:** Jay Lam |
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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 |
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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 a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be four minutes in length.  I think our opening needs to blow up these health risks in far greater urgency - some disadvantages are insufficient.  Signposting is missing!  Counter set-up is missing!  Rebuttal - we need to be more thorough and quick with our responses; we respond to individual claims from their side without explaining the implication of our response.   * Identification in the way we discussed today is missing! * On confidence - ask if professional athletes need this in the first place. * What is the implication of needing to use these drugs continuously? * What side effects? Why are they bad? Why will they occur in Proposition’s world?   Argument 1   * What is the claim for this argument? * Is the drug in question even used as a PED in sports? * I think we can take our existing analysis and explain how allowance creates incentives to use more and more drugs to maintain competitiveness - which means their health spirals and the baseline for being good increases; people feel pressured to take drugs rather than making a free choice. * Impact? * Fair on anger increasing - why is this likely though?   We have to focus on the structure of our speech! We also need to push ourselves to speak for longer!  03:22  We have to ask a minimum of one POI to each speaker! Make sure you do ask a clear question when you do! | | | | | | |

| **Student Name:** Aiden Cheng |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 |
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| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be four minutes in length.  What is this opening doing per say? If that changes the history of sport - is this a good thing, a bad thing or such?  Don’t forget to signpost your speech! Preview the label of all of your issues.  What is this tone we’re using today, where we emphasise the last word of each sentence?  Rebuttal   * Clear identification up top missing! * On health - we can deal with these medicines; you should point out that regulation will create limits rather than allow for abuses; abuse happens in status quo instead. * POI - good job taking one. * A part of this debate is acknowledging that at present, lots of athletes use these drugs in status quo anyways, but don’t get caught because we don’t have the equipment to do so. * Why are we accepting that sports needs to be about fun or competition rather than meritocratic?   Argument 1   * Clear claim. * Is it the case that certain races are more athletic…? This plays into stereotypes pretty heavily! This is not true! * Why is more competition a good thing? Why does fun in sports matter so much? Weigh this impact for me! * Why is natural talent not the biggest arbiter for success? Or should it be the biggest arbiter for success? * The actual justification of why this outcome is good is missing. You say this makes sports more fun - but my question is whether this matters? You never explain that it does!   04:05 - please be careful not to make arguments on the basis of discriminatory talking points and stereotypes!  We need to ask POIs! | | | | | | |

| **Student Name:** Yu Bo Peng |
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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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| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be four minutes in length.  Our opening needs to be more urgent and explicit - call out the biggest issue in the speech before you!  Signposting?  Rebuttal   * Explain how this is entirely unnecessary - these athletes have confidence! They don’t dope for confidence, they do because they want to cheat against natural talent. Point out how this should be a debate about preserving those who are talented and their ability to do well. * Did we respond to the new content in 2P? Do we have any responses to their new argument, or the rebuttal they have for us?   Argument 1   * Claim? * Why don’t they become fun to watch? We assert this but don’t explain how or why this happens! * The actual justification of why this outcome is good is missing. You say this makes sports less fun - but my question is whether this matters? You never explain that it does! * Identify how people watch because of those who are talented and work hard - when this goes away, sports just becomes about who has better drugs! * Fair on how it changes how athletes engage with sport.   We need to ask POIs more consistently - and when we do ask - ask it in a loud and clear manner; it has to be a question! Our POI to Aiden was kind of muffled and unclear.  04:47 - good work! | | | | | | |