| **Student Name:** Aiden Cheng |
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| **Motion**: This house supports regularly reviewing and reducing the number of friendships in your life. |
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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 child of that level. | | | | | | |
| Teacher comments:  Our opening sounds more poised and in control today, but we’re still not making eye contact, have our hands behind our back, and are swaying from left to right. Let’s be more mindful of our habits next time!  Set-up needed to explain what exactly this process of review looks like - how will people engage in this review, and decide who to keep and who to cut? What does the process of cutting people off look like?  Argument 1   * We jump straight to the impact of having better friends, without explaining how the motion is an exclusive mechanism to achieve this. * We paused a fair bit during this argument, but recovered every time - which is a good habit to have. * When we pause, we also have a tendency to look out the window, or just at our paper. If we want time to think - we need to build intentional pauses into our speech rather than just stopping where we cannot think of something.   We aren’t speaking with much energy or enthusiasm; we need to make sure our tone is engaging, that we’re channeling presence into our speech.  The first half of the speech had a lot less umms in it, but then as we ran out of prepared material - the umms came back in full force. We need to try and make sure we have enough written out so that this doesn't happen/improvise more confidently.  03:40 - we spoke under time! We need to make sure we hit at least 4!  Let’s ask POIs consistently! | | | | | | |

| **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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| Teacher comments:  Our opening tone was more confident and clear this time. We kept clearing our thought whilst delivering this, which hurts the fluidity of our delivery. We also say uh as a gap between our words. We need to focus on minimising this.  Good work maintaining more eye contact - we did the looking up looking down trick well!  Set-up - good work establishing which kinds of friends we keep, and which we cut off. Give me more information - how will people engage in this review, and decide who to keep and who to cut? What does the process of cutting people off look like?  Argument 1   * Why will friends behave in the way you claim? Why would people, without this, be friends with people who are bad for them? Why would they only take, rather than also give? * We were gripping onto our paper for dear life - this did keep us from fidgeting, but it meant we had no hand gestures. * When making eye contact, keep it within the room, rather than looking out the window.   Argument 2   * Good work explaining how we get more time with people who are better for us. Why is this process of review and cut the best way to achieve this quality time?   We gave this speech with more force and seriousness than we normally do. This is an improvement. We had more energy and enthusiasm in our tone - even though we could still have lots more! We should also try to introduce more intentional pauses and emphasis.  03:49  Good work asking POIs! | | | | | | |

| **Student Name:** Moses Cheuk |
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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 |
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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:  Good use of hand gestures, pacing and pauses in the opening. Good tone as well. You could put more emphasis on quality and quantity. We didn’t make eye contact in the opening.  When we say we should emphasise, we’re meant to emphasise certain words, rather than ALL words. This is what helps us highlight what is important, or critical, as opposed to everything being this way.  Set-up   * Good work establishing this happens once a year. Give me more information - how will people engage in this review, and decide who to keep and who to cut? * What does the process of cutting people off look like? How and why are people likely to make good decisions?   Argument 1   * Clear thesis up top - the comment on emphasis and eye contact carries over. * What is the value of this review in trying to understand who is good or not, and why is it a good thing that we have this information? We sped through this argument without any consideration of what we’re proving and what the impact of this argument is.   Argument 2   * Is this a new argument compared to the first one? What new analysis are you adding here?   We’re swaying from side to side - try to control this; some swaying is fine, but we do it consistently.  We bent down far far less today; but we didn’t look up and down - we had minimal eye contact with the audience.  We had the same tone throughout, even though the default here is much stronger than usual. We need to break up our tone and change up variation more!  03:34 - we spoke undertime!  We need to ask POIs! | | | | | | |