| **Student Name:** Chloe Lit |
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| **Motion**: This house believes that friendships should require strong obligations. |
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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:  In an actual competition, you won’t be able to restart!  Good tone and hand gestures at the start - clear emphasis and pauses; good facial expressions here too.  You can emphasise stress or load - and highlight what exactly this looks like through examples; use these to demonstrate what the range of harms/benefits looks like.  When we run into a road block, don’t smile in the slight embarrassment, barrel ahead full steam. Confidence and assurance must be faked throughout.  Parts of our speech have us stumbling, is it that our notes aren’t most clearly organised, or we can’t read our handwriting - what is the cause? Let’s pinpoint it to fix it.  The impacting is missing; why are stressful friendships bad? What is the comparative? What kind of friendships do you prefer? Why are these better?  This is a significant improvement overall in terms of sounding in control; let’s keep it up and make sure it carries over into our regular speeches.  02:16 - we could have gone for longer though! | | | | | | |

| **Student Name:** Aiden Cheng |
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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 |
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| Teacher comments:  We’re still swaying! We need to do this BEFORE the speech, not during. Good use of hand gestures.  Why are our notes confusing us 15 seconds in? Is it our handwriting, is it the organisation in our head? What’s the problem - we need to isolate it so that we can fix it!  We still have the umms and uhhhs punctuating our speech. Speaking with more force and intentionality will fix this; use pauses and emphasis to give yourself time to think so you can string together the next sentence in your head and the umm/uhhh doesn’t have to happen.  What are strong obligations? We need to provide examples of what this looks like.  Why would the counterfactual be distraction? Why would other friends be distracting?  We need to make sure we have enough down to be able to make it through our argument - we don’t take prep as seriously, messing around - and that’s why we then stumble when we hit the argument!  On the benefits of homework help - why can’t a teacher do this? What is so unique about this to the argument you are making?  Our tone isn’t changing! We’ve fixed volume and pace, which is good - and I expect to be consistent throughout our regular speeches, but we need to fix our content issue.  02:47 | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion**: This house believes that friendships should require strong obligations. |
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| Student argument reflects application of theory taught during class time. | **N/A** | 1 | 2 | 3 | 4 | 5 |
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| Teacher comments:  We still aren’t using any hand gestures, and are largely just gripping onto our notes. We read out the first sentence - which is clearly phrased - but spoken too softly, and came across slightly muffled.  We aren’t making eye contact for sufficient periods; we are more occupied with reading from our paper - we need to write in a way that is easy for us to understand, digest, and deliver.  Good work characterising the changing nature of friendship. We also explain how this is low effort. This is good - but it does not accurately reflect what a strong obligation, or strong effort looks like. Is this the burden on your side of the debate?  We have to speak louder. If it is difficult for a judge to track you, your content will not get credited.  We aren’t using any emphasis, tonal variation, or strategic pauses.  We have to adopt a more serious attitude to class and improvement. Debate requires us to invest time and energy into our speech and take preparation time seriously to make the most of it.  02:46 | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion**: This house believes that friendships should require strong obligations. |
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| Teacher comments:  Good use of hand gestures, pacing and pauses in the opening. The tone comes across as slightly questioning - you sound uncertain of what you are saying. This is still an improvement in that we sound more certain than in our previous speeches.  We also aren’t speaking as loudly as we should.  We need to make more consistent eye contact. We largely are focused on capturing what is in our notes - this indicates that our handwriting needs to be clearer, larger - and our note should be better organised.  When we say we should emphasise, we’re meant to emphasise certain words. This is not happening!  Good work analysing the purpose of friendships. We should provide examples that are more high impact than who to sit with at lunch.  Our tone isn’t changing! We’ve fixed volume and pace, which is good - and I expect to be consistent throughout our regular speeches, but we need to fix our content issue.  Consistent, strong hand gestures - good work! We also aren’t gripping onto the podium as we used to.  03:01 - well done! | | | | | | |

| **Student Name:** Moses Cheuk |
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| **Motion**: This house believes that friendships should require strong obligations. |
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| Teacher comments:  Strong, confident opening, where the content is punctuated by the hand gestures. Clear build up into what the most important part of friendship is. We should integrate more pauses and emphasis to give us breathing room.  Clear transition markers.  The thesis and title of the argument needs to be explained and spelled out.  When explaining what it increases pressure and stress - illustrate the impact this has on a person; how does this affect us, or harm us? Use examples to drive the point home.  When asking questions, or highlighting the choice between friends - your tone should be incredulous. If you want to highlight that this is a crazy thing to ask someone - the tone needs to reflect this as well.  The strength in our tone needs to carry throughout the speech - in the conclusion, we stumbled a little.  Overall, good hand gestures, pacing and tone. We need to now work on variation to drive home the mood and energy of the speech.  This improvement must be maintained throughout the course, as we now work to upgrade our analysis and content.  02:23 - we could have spoken for longer! | | | | | | |