| **Student Name:** Emma Kwok |
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| **Motion**: This house would remove the Olympic quota system |
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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 |
| Competition Score: | 67 | | | | | |
| 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:  We need to slow down when we speak, so that our words aren’t being lumped together - focus on sounding out each word with clarity! Your opening needs to highlight what the single biggest problem with this is; good identification, but you need to focus on phrasing.  Set-up   * Fair on this being removed; establish what the qualification process now becomes. How do people get selected to go to the Olympics if not on the basis of national selections - a lack of clarity here leads to the attacks in Torres’ speech! * We don’t need to address what Opp will say - you can integrate a safeguard, but you aren’t doing this per say. * We need to establish with more clarity the problem characterisation - so that the purpose of this removal becomes clearer. * We don’t have any structure in set-up; and as a result you end up repeating how the best people don’t get to compete many many times. **We spend more than THREE minutes on set-up which is far too long. Set-up needs to be done and dusted within 1 minute max.** * Competition - fair. This should be stated here and then unpacked in your argument. * Why is there a problem with the status quo of quality; is it because those in weaker countries don’t care enough? Is this true or realistic? Or is it more on their access to coaching and resources? Why is this being said in set-up?   Where is your argument Emma?  Fair identification of key issues, but to the extent that these are being named and then dropped - and never unpacked in a proper argument, we need to be far clearer!  04:57 | | | | | | |

| **Student Name:** TorresLi |
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| **Motion**: This house would remove the Olympic quota system. |
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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 |
| Competition Score: | 68 | | | | | |
| 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:  Clear opening.  Set-up   1. As many as possible; is this true, or will there still be some qualification process? It will just be competitive as opposed to representative. 2. Status quo - good. 3. Fairness - good!   Rebuttal? Where is rebuttal? It has to come first; you cannot just alter the structure of this speech because you feel like it!  Argument 1   * What is the thesis of this argument? * Will they flood with quantity? Why will it even occur in this way? This is asserted. * Why do countries have this incentive? This is asserted. * Presumably, the best athletes still win - why is this bad? * Is this debate about hosting the Olympics? * I want you to ask if this is a fair interpretation of how this will occur. This is also not a positive justification for why the quota should exist, but rather a rebuttal. This is not a positive argument!   POI: say that they don’t - they are underresourced and lack investment in facilities. They lose incentive further when they know they cannot catch up to countries like the US or China.  Argument 2   * What is the thesis of this argument? * You need to unpack what the purpose of the Olympics is, and making it purely competitive goes against this purpose. What makes the Olympics different from other sporting competitions? * Why do smaller poorer countries do worse at sports? Where does sport development grow equitably?   Rebuttal   * You need to pinpoint what they say - and then explain why it is not true or important; you’re just repeating what you’ve already said in your arguments at this point.   04:48  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: This house would remove the Olympic quota system. |
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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 |
| Competition Score: | 67.5 | | | | | |
| 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:  This is a fair opening!  Rebuttal   * Good work establishing population has nothing to do with this. What is the implication of this rebuttal; that the disparity they claim exists does not actually exist. * We need to challenge whether this flooding will even occur; establish a proper model where you talk about how qualifications will work. See how the lack of clarity leads to a messy debate? * Have we responded sufficiently?   Argument 1   * What is the thesis of the argument? * I think you want to emphasise what fairness is, and why competition is the best way to preserve this. Why is it that they deserve a fair shot at what is occuring? Unpack the purpose of the Olympics - and how it must be to focus on competition as opposed to equal participation. * What is the impact of this argument?   Why is there a problem with the status quo of quality; is it because those in weaker countries don’t care enough? Is this true or realistic? Or is it more on their access to coaching and resources? Why is this being said in set-up?  We need to spend more time brainstorming ideas - we barely spoke for four minutes.  04:01  We need to ask POIs consistently! | | | | | | |