| **Student Name:** Lorelyn Schroeder |
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| **Motion**: This house would introduce a salary cap for professional sportspeople |
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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: | 68.5 | | | | | |
| 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:  We need to start by pointing out WHY it is a waste - is it because this creates bad standards in the sports world, is it because we value these sportspeople too much?  Our signposting is too extensive; you should say: three things in this speech, first set-up, then my first argument on x, my second argument on y, and my second speaker will talk about abc…  Set-up   * Good on famous athletes - these are the ones this debate is about. * On fairness - well identified, but we take too long to say this! * Good work self labelling your model as straightforward. Good on where it is spent instead; but clubs pay these athletes - so why can we take their money and redirect it?   Argument 1   * Why do they get paid too much in the status quo? Is it because we think they’re doing something very important, or we almost treat them like entertainers? * Explain what this does to the sport/the athlete in terms of quality, in terms of their willingness to go to the highest bidder - which is worse for sport for reasons you can explain. * The ocean analogy is slightly odd…   We tend to panic when we get a motion we don’t have much background on; every competition you go to will definitely have a sports motion, so we can’t break down like this. We need to approach every motion systematically in the way we were taught all that time ago!  This is a debate about how clubs create barriers to entry because only the wealthy ones can compete due to getting the best talent; consider how this harms sports, or sport development as well.  Never acknowledge that you’re not knowledgeable! This is a major credibility underminer!  05:01 | | | | | | |