| **Student Name:** TorresLi |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Good opening - point out how they are taking a huge risk by pursuing such a career.  Set-up - good work using numbers when approaching this! **What is the central framing on your side?**   * Do we need to define the cap? If Prop already did this - was this a good use of your time? * Fair on reward incentives etc. existing - once again, why is this coming out in such a fragmented and confusing manner? If your handwriting is illegible to yourself that is a bad sign! Make sure you can read your own notes! * I’m unsure what value add your set-up has had so far in the debate; don’t go through it like a checklist, consider what is most strategic to deploy. * On monitoring and regulation - is this necessary? Did Prop bring this up so as to necessitate this?   Rebuttal   * On spending it anyways - where would they spend it instead? Why would this be better/worse? What is the implication of this observation? * Did we sufficiently engage with responses? Did we engage with fairness at all?   Argument 1   * Why does pay matter? You talk about how this leads to more transparency but aren’t explaining how this happens or why transparency is good. * ‘Benefit society more’ is not sufficient - what does this mean in the debate? * Why would they have ‘unsafe deals’? What even is an unsafe or hidden deal? * What is the outcome of this argument?   Argument 2 - you didn’t mark your transition into this!   * Why is pay the only motivator for pursuing sports? Your point doesn’t hold up if you don’t explain this.   We have to ask POIs - you didn’t ask a **single** POI today.  05:19 | | | | | | |

| **Student Name:** Tiffany Chan |
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| **Motion**: This house would introduce a salary cap for professional sportspeople |
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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: | 69 | | | | | |
| 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:  Fair on this opening! Point out more explicitly pay isn’t tied to hard work or merit; and that this is unfair. We have to pay more attention to phrasing here!  Clear signposting.  Rebuttals - good engagement.   * We need to engage with safety and need to engage with why people play sports; we engage with the latter first..? Explain why there are external preferences; only the best of the best ever get to this level of play and pay anyways - so if this was true, they wouldn’t ever enter sport even on Opp. This does undermine your opening though. * Fair on a decent amount of pay existing; but why is this enough or sufficient. * Negative motives - ask if this is relevant, or even unique, or even linked to the motion…? Fair response on how this will increase attention.   Argument 1   * Thesis? * Fair on participation; explain how pay distorts the motives of sportspeople - and why this is so bad. * Excellent example of Messi in the tour! * Explain step by step how this changes in your world! Impact this argument out properly!   05:16  We have to ask POIs. I will **mandate** a POI from you now on. | | | | | | |

| **Student Name:** Ishan Harishankar |
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| **Motion**: This house would introduce a salary cap for professional sportspeople |
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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 didn’t ask a **single** POI today. This needs to change.  What are these risks? This is a vague opening that isn’t highlighting what the specific problem you have with Prop is - if it is that clubs don’t let players sit around and do nothing - say this up top instead.  Clear signposting.  Rebuttal   * We need to engage with the argument from 1P and 2P, as well as the responses from 2P – summarise all of this content into 1-3 issues, and then go issue by issue. * Fair on how Messi is one instance; **but this is the only response we have.** You need to respond to the concept of fairness, to the concept of Prop still paying a reasonable amount; why is this not sufficient? * You have to rebuild your own speakers’ argument on safety and merit. We ignored this here!   Argument 1   * Thesis? * Fair on participation; explain how pay distorts the motives of sportspeople - and why this is so bad. * Excellent example of Messi in the tour! * Explain step by step how this changes in your world! Impact this argument out properly!   Argument 1   * Clear thesis. * Why does this incentive matter so much? Why do they work hard - give me an explanation as to why this is true. * You need to engage with the motivations of players Tiffany spends time explaining that are non-financial. * You’re moving onto your second layer, not your second point. * You claim it outweighs it - but don’t explain WHY this is true. This argument relies on explaining why finances matter so much, but don’t actually justify this. * This argument has lots of internal structure, which is very good - but the content itself is repetitive! We have to consider if we’re proving the premise itself! * Good use of examples - use these to illustrate how pay is meritocratic - rather than citing example and then saying aha this means merit exists; analyse the **incentives** of clubs, alongside the **incentives** of players.   05:10 | | | | | | |