| **Student Name:** Jacky Xu |
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| **Motion**: This House prefers to live as a person who does not freely express their emotions and share personal details with others |
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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, but 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: | 70 | | | | | |
| 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! The upshot of the illustration is missing though; why is this bad?  Set-up   * Good work characterising who these people are; explain how this is not just someone who is an extrovert, but a step beyond that. * Explain how this is likely about the average engagement, but that it’s likely that we are happy to open up AFTER a period of time.   + We aren’t spending time considering what is strategic to run/what closing is likely to say. * What is the burden/metric?   Argument 1   * Clear thesis; frame this to be occurring in a world where everyone indulges in sharing culture; does privacy, personal life exist? Link to proliferation of social media + the trauma dump.   + Explain how and why this information is critical for us to be manipulated/judged/exploited; and then explain why this is likely to occur when you share; the probability analysis is missing.   + The critical thought as to what you share - or rather lack thereof - is also missing; this is the POI Bernard asks you as well. * We need to impact this in more grounded terms; how does this affect our sense of self, our friendships, our relationships etc.? The general takeaway is kind of nebulous and open ended.   + For instance, argue more specifically that selective sharing can create a more meaningful relationship; does sharing hold more weight and significance when we hold out?   + What happens if we just dump this information on everyone?   + Does it reduce the value of intimate moments? Do we end up burdening others? * We’re just running an argument!   + Complete the impacting + integrate/consider weighing and strategy please.   05:01  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Edna Chow |
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| **Motion**: This House prefers to live as a person who does not freely express their emotions and share personal details with others |
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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: | 70.5 | | | | | |
| 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:  Good opening! Don’t say many other implications - ruins the effect.  Why are we listing everything out in numbers?  Rebuttal   * Explain what KIND of sharing this debate is about; what kind of things are we talking about sharing? Ground this + explain why people engage with this rationally, rather than in the silly ways the other side claims. Set-up needs to come PRIOR to rebuttal. * This what gets shared/people don’t have emotions so this doesn’t happen response is confusing! What does this mean?   Set-up   * Is this about private personal detail, or more about being able to speak authentically about your feelings? For instance, being able to share a bad day, or a happy/sad experience? Give examples of what this looks like! This grounding needed to happen before rebuttal!   Argument 1   * Explain what connection and relationships require; what shared foundation of trust is needed?   + What is a deeper connection, what is a deeper relationship?     - Explain how vulnerability creates reciprocal trust, allowing others to feel safe opening up in return - then, this leads to a circle which we can depend on, who can help us navigate life's challenges more effectively.     - What’s the comparative - do we have superficial relationships? Do we lack support systems?   + Good work specifying emotions still remains - this is great framing actually, but you aren’t exploiting it - this is a debate about HOW we engage with them; why is speaking about them with friends the mechanism for solving this though? * Complete the impacting + integrate/consider weighing and strategy please.   05:03  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Hon Sum Yang |
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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, but 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:  How have they mischaracterised it? We can’t lob accusations without backing it up.  ONLY rebut OO; you cannot contradict your opening team, only weigh them out/frame them out.  Our opening needs to be spent positioning what happened in the opening half; for instance, you can say that OG says that this leads to danger and harm; OO says it won’t happen because these are critical actors; let’s engage with the information they DO give out; like personal trauma, and histories, and experiences instead; and spell out how this places you above OG; make it your extension!   * You can also frame this to be occurring in a world where everyone indulges in sharing culture; does privacy, personal life exist? Link to proliferation of social media + the trauma dump.   Why isn’t it about close friends? You can explain how this is likely about the average engagement, but that it’s likely that we are happy to open up AFTER a period of time. The way in which we explain this is largely just assertive!  The structure of this speech is all over the place.  We need to actually have an extension - worst case scenario just repeat what your opening said. The ‘uhs’ are also back! We need to be more mindful.  03:31  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Bernard Chong |
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| **Motion**: This House prefers to live as a person who does not freely express their emotions and share personal details with others |
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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: | 70.5 | | | | | |
| 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:  Good opening; this observation isn’t the newest though, Edna points this out. What new analysis are you adding here?   * This observation gets credited to them, not you!   Why are we randomly whipping here? You can’t take the debate without even telling me what the extension is, a minute into your speech! The entire opening needs to be spent positioning what happened in the opening half; for instance, you can say that OG says that this leads to danger and harm; OO says it won’t happen because these are critical actors and leads to better relationships; we think relationships are secondary, this is important for our ability to gain a more confident sense of self.  Rebuttals - be SPEEDY   * MG: lack of manipulation; good on pointing out knifing.   Extensions - don’t actually call it horizontal/vertical; spell out what it will be instead!   * On experience + future manipulation, good, good connection to how this engages with PM.   + Don’t call it not valid! But explain how nothing good comes out of being closed out; there will be a better relationship/connection if you open up; explain how vulnerability creates reciprocal trust, allowing others to feel safe opening up in return - then, this leads to a circle which we can depend on, who can help us navigate life's challenges more effectively. What’s the comparative - do we have superficial relationships? Do we lack support systems? * Scams - the analysis is repetitive; critical thinking observation from OO takes it out. You don’t get any credit from this; you’re impacting her rebuttal.     I appreciate the constant strategic commentary, but I am unsure as to if the extension is new!  Our flow has improved significantly! Well done - we sound clearer, and more confident.  Good work asking POIs!  05:09 | | | | | | |