| **Student Name:** Renee Yang |
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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: | 68.5 | | | | | |
| 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:  You have to give me a hook - I already know what the motion is, and what your side is!  Set-up   * Fair on how this quota system is removed straight away; but you need to tell me what the alternative will be straight away. * Why is it ethnic minorities suddenly? The burden of Prop in the debate is probably that there are no country limits, but rather merit matters more; open trials and heats should occur instead. * Your burden should be to show that this is unfair. Why does a country’s image or reputation matter per say?   Argument 1   * Claim? What is the thesis of this argument? What outcome are you trying to prove? * Why is representation not possible outside this? Why does representation matter at the Olympics? Can we connect this to the spirit of the Olympics to explain why this is necessary? * What is the impact of this argument?   Argument 2   * Clearer thesis statement here. * Fair on lack of talent otherwise - why does the government encouraging them to participate in sports come through this quota system, and specifically at the Olympics? * Why would this average individual even qualify for the Olympics in the first place? * Clearer signposting of outcome within this argument.   We need to analyse what the purpose of the Olympics is, what it means to represent one’s country at the sport and why merit matters more. We need to ask what is better for sport, and why it is your side that gets more competitive sport, for instance.  You’re not making much eye contact, or speaking in a manner where I can ascertain that you are fully convinced of what you are saying. Focus on tone and delivery!  Why does this help the status of Native Americans? Is this the only way to pursue this change or recognition?  05:25  We need to ask and take POIs! On the burden POI - they have the right to argue their own burden and explain why your burden push was wrong; this is an inefficient question. Are our POIs even questions, or are they statements? | | | | | | |

| **Student Name:** Jacky Xu |
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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: | 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:  I think you need to call them out on misinterpreting the debate; their burden is not to introduce another quota, but to defend no quota and full competition. Explain how ethnic quotas don’t do anything for representation or sport and so forth.  Set-up   * You can just say you support the status quo!   Rebuttal   * Where are our responses to the other side?   Argument 1   * Thesis? * Fair on comparison between larger countries and smaller countries. Without challenging the Prop interpretation, this is also accessible on their side. You need to call them out first and then run this analysis. * We need to establish what the point of the Olympics is! Is it just a competition between the best, or does it have more meaning and status? Analyse what the purpose of sports is.   Argument 2   * Thesis? * Good on resource disparity; this is analysis that falls into the claim you’re making in the first argument; are these two different arguments? * How does sport development occur? What incentives do governments have to invest resources? Why do these incentives go away in Proposition’s competition/free market world?   More structured arguments, more explicit call-outs.  Our flow can be worked on further! We need to make sure we pause between our words less and less.  05:29  Good work asking POIs! | | | | | | |

| **Student Name:** Jenny Zong |
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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 | | | | | |
| 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:  What is your opening doing in the debate in terms of forwarding your points? Is it spelling out the single biggest issue with the motion? We need to word our hook with more strategic awareness next time. We’re just saying we support the motion.  What is the structure of this speech? You need to start by telling me what the structure of your speech will be. We’re missing signposting. Structuring our speech is a bare minimum expectation I have of you!  Rebuttal   * We need to be able to explain why ethnicity matters more than pure competitive skill or merit; we assert that representation matters, but don’t explain why this is important, or why this is the only way for this to occur? * POI - Carine asks you the same thing! * Did we respond to anything in Jacky’s speech? Our job at 2nd Proposition is to rebut the 1st Opposition!   Argument 1   * Thesis? * You need to tell me why people deserve this chance? What is the justification for this? * What is the outcome of this argument?   Argument 2   * Thesis? * Why would this represent Japan? * POI - respond to this by reiterating your stance and position. * What is the outcome of this argument?   Argument 3   * Thesis? * What if someone is more skilled than you are? * Fair on Olympic spirit - I am just unclear as to why or how this is the only way to fulfil this.   On solo activities - doesn’t this also apply for ethnicity quotas? Also not applicable for team sports or events!  Our interpretation of this motion is quite different from our first speakers, and lacks the engagement with first opposition necessary. We need to work on this! Unsure what the structure of this speech is!  04:18 - we have to be able to hit five!  **We need to ask POIs!** | | | | | | |

| **Student Name:** Christy Yuan |
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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: | 68.5 | | | | | |
| 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:  Clear opening and clear signposting.  Rebuttal   * Good call out on what their burden in the debate should be. Their burden is not to introduce another quota, but to defend no quota and full competition. Explain how ethnic quotas don’t do anything for representation or sport and so forth. * Good response on what kind of people would compete here - not an average person, but rather actual athletes. Explain what implication this has on their case; what positive benefit remains. * On solo activities - point out how this also applies for ethnicity quotas presumably? Also not applicable for team sports or events! * Good work engaging in responses!   Argument 1   * Thesis? * How is this different from the argument that Jacky is making at first? Without challenging the Prop interpretation, this is also accessible on their side. You need to call them out first and then run this analysis. * We need to establish what the point of the Olympics is! Is it just a competition between the best, or does it have more meaning and status? Analyse what the purpose of sports is. * How does sport development occur? What incentives do governments have to invest resources? Why do these incentives go away in Proposition’s competition/free market world?   More structured arguments, more explicit call-outs.  We need to explain what the implications of our rebuttals are; if we disprove something - how does it impact their case?  POI: on competition; good response. Explain how they don’t get any of this - but if they don’t have a problem with dominance and merit performance - their own case has tension with this.  You don’t have time for two arguments as 2nd! You should have rebuttal and then 1 argument only.  05:18  We can’t just look at our paper. This is not you giving a speech! | | | | | | |

| **Student Name:** Edna Chow |
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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:  How does this work? You remove this system, but then there isn’t any dominance? This is also a significant shift from the diversity quota 1P sets up.  We need to use clashes!  Rebuttal   * We also cannot write rebuttals in our notebook - otherwise we will end up flipping our notebook here and there. * On equality - how is this possible? Why is there equality? You assert this - but need to actually explain how this occurs. * Is the economic benefit what you need to spend the most time on? We need to engage on the burden call-out from Opposition on having to support a full competitive system (which they are correct is our burden…). We then need to explain why competition and merit matters - and how sports is more competitive and better on our side; we’re shying away from arguing our burden! * POI - this confuses me further; how is this different from Opposition? The model flip flop throughout Proposition leads to messiness in the debate. How does one additional person change radically the situation at hand? * On resources and smaller countries - you need to engage with this truthfully; that they are underfunded, that they have less population and gene proportionally less talent.   04:42  We need to ask and offer POIs!  What is the structure of this speech? | | | | | | |

| **Student Name:** James Gao |
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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: | 68.5 | | | | | |
| 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 great call out! Point out how their model shifts in every single speech. You need to punish them for this by explaining what this looks like, and what this does to their case.  What is the structure of this speech? Clashes as third are needed!  POI: the direct response is it keeps it competitive whilst also representative. The additional one person isn’t the representation they want - how does it fix the problem they want?  Good working asking POIs, but you need to write it out in detail before asking so you don’t exceed the fifteen second asking limit. Your questions are too long and rambly at the moment - we need to be direct.  On the POI - directly say; you case shift in 3rd.  On the everyone competing - this is not very clear; what are you trying to disprove here?  The lack of structure in this speech seriously hurts the clarity of your analysis. Some great rebuttals, but you need to be clearer with your approach and strategic path!  05:08 - Structure!! | | | | | | |

| **Student Name:** Carine Yeung |
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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:  Need a clear opening which highlights what the biggest issue you are winning on/they are losing on is. A reply speech is trying to highlight why your side wins the debate.  On the call out, point out how their model shifts in every single speech. You need to punish them for this by explaining what this looks like, and what this does to their case.  What is the structure of this speech? Clashes or reasons are needed in this speech!  Talk about the structural inequities - which don’t go away in Proposition’s world; now it is just ALL Americans in x sport; no representation exists. How does sport development occur? What incentives do governments have to invest resources? Why do these incentives go away in Proposition’s competition/free market world?  The lack of structure in this speech seriously hurts the clarity of your analysis. Some great rebuttals, but you need to be clearer with your approach and strategic path!  Fair on comparison between larger countries and smaller countries.  We need to establish what the point of the Olympics is! Is it just a competition between the best, or does it have more meaning and status? Analyse what the purpose of sports is.  We need to both offer and ask POIs!  04:07 | | | | | | |