| **Student Name: Prop 1** |
| --- |

| **Motion**: This house would require defendants in criminal trials to be represented exclusively by public defenders |
| --- |

| 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:  Start   * Well formed sentence to start the speech with. Good signposting before illustrating your arguments. * You could be louder to add clarity.   Setup   * I’m not sure if there was a model, or clarity on how your side of the world looks like mechanistically. * The response in the POI about training is relevant, but you should push forward to explain what it looks like.   Argument 1   * Rich people privilege: You must explain in what ways (practically) rich people are privileged. For example: are their lawyers better at conducting private investigations? Is it that they work in a team which means more resources? * Good point about private lawyers being able to advocate for less sentencing. * The jump towards ‘providing people with the same kind of lawyer’ as a solution misses an important justification. If you establish that there are flaws with public defenders, you must take the burden of explaining how that will be much lesser on your side of the house. There is a Context-Impact mismatch here. * When you mention ‘its actively discriminatory for poorer people’ holds a reasonable explanation. But you might want to add more specifications to make it more impactful. For example: is there a specific group of people within the category that are more harmed? What are the specific weaknesses of public defenders because of which the harms exist?   Argument 2   * It started quite late, almost at the last minute. * This argument advocates for similar outcomes/similar process. Once again, this misses a fundamental explanation as to how your side achieves it with efficiency. Otherwise, it seems as though you are happy with lack of efficiency for The Defense in regards to their lawyers. | | | | | | |

| **Student Name:** Opp 1 |
| --- |

| **Motion**: This house would require defendants in criminal trials to be represented exclusively by public defenders |
| --- |

| 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:  Opening   * A little more energy at the start would be great. * Try utilizing hand gestures and eye contact to act more confident on the stage. * Try putting more effort into signposting your arguments to give your speech more clarity.   Rebuttals   * Try not taking a POI mid sentence. * The response to the POI seems quite unclear. Its hard to conclude what the fundamental point in the response was. Try being direct with your response. * The point about the gap between public and private defenders must take into account the context brought up by the proposition, i.e. the gap is the problem - private defenders happen to be more competent which is the problem.   Argument   * The point about how those that are represeented by public defenders will face a bad trial because of lack of competence of public defenders is a good point. Try adding examples, even if they’re hypothetical to support your case. * Try adding more sub-ponts/impact to your argument. Example: how your side ensures a fairer trial by providing the opportunity to get the defender of your choice. * Maybe a point about how private defenders are better able to act in the best interest of their clients and why that is super important in the justice system, would be useful.   Good job taking a POI. | | | | | | |

| **Student Name:** Prop 2 |
| --- |

| **Motion**: This house would require defendants in criminal trials to be represented exclusively by public defenders |
| --- |

| 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:  Opening   * Good start. Commanding and clear. Shows the stance of your side clearly. * Try focusing a little outside your notes as well and produce better eye contact. * Good job signposting. You added an extra lawyer to show a glimpse of your arguments - Good job!   Rebuttals   * You don’t need to say “my rebuttals for the first point of the opposition is”. You can simply diagnose the specific point and express your disagreement. * The point that public defenders will now earn money is a good one, however, you must specify how their work-load will go down so they can focus on the cases better. The justification on this area was quite vague! Simply stating that they will earn more money and therefore they will improve doesn’t sound convincing. Maybe argue how there will be more funding for public defenders when they are kept at focus! * I don’t think that data/statistics of court cases is an effective tool to ensure efficiency of public defenders. * When you say ‘these resources’, it is unclear what sort of resources you are talking about. Therefore, the link with ‘how public defenders will be benefitted’ is weak at the moment.   Argument   * When you argue there will be better/more cases for public defenders, I’m not sure how that helps your side. You must show how their current workload goes down. * Is it that public defenders will now be higher in number since a lot of private defenders will try opting into being public defenders? How does your side really improve the quantity of public defenders? * Is there a way in which public defenders efficiency will improve under your side? Will they be subsidized more? Will their departments be funded more even by private individuals?   Good job taking POIs. | | | | | | |

| **Student Name:** Opp 2 |
| --- |

| **Motion**: This house would require defendants in criminal trials to be represented exclusively by public defenders |
| --- |

| 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 | | | | | |
| 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:  Opening  Good start in terms of clarity and command.  I would suggest you clarify your stance as the opening hook.  Rebuttals   * When you ask ‘why are public defenders inherently better than private defenders’, take the question forward and say what the proposition actually brought as a part of their substantive material, and engage with them. * The analogy with how private education is accessible to richer individuals, and likewise, there isn’t a good reason to now put the same for legal cases, is a good point. You developed it well. Try adding a few more unique examples there. For example: if private defenders are the only ones with efficiency, we should much rather focus on how more individuals can access them instead of wiping them out of the picture. Over the course of time, more people have been able to afford them and therefore fight for their rights in the court. * I think you can take this debate broader. For example: how a lot of people will come under unreasonable scrutiny because of lack of private defenders. How innocent individuals or those that don't deserve high sentencing will get one because of public defenders inefficiency. This is an area of speech that still remains untouched. * Good point about efficiency of defenders. However, the illustration still remains the same, that is, private defenders rae simply more efficient.   + What sort of resources do they have, and that people need, for which we should support them? * Good job taking the POI. | | | | | | |