| **Student Name:** Lorelyn Schroeder |
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| **Motion:** This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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:**  [NOTE: Today’s speeches are 5 to 6 minutes’ long.]  I think we can have more urgent wording; if it is that parents don’t understand children, we can say this, rather than the more prolonged relatability push.  Good job signposting!  On the set-up:   * Good coverage of the right to veto! * Good coverage of directly affect - good example of university; don’t say you’ll use xyz example later on. * Why do we have to say proposal or model; we need to worry less about the labelling and just get to it!   + Remember that this isn’t a THW debate, so you don’t need to model it out.   Argument 1   * Internal argument structure here is missing; what is the central claim here, and where is the easy to follow numbered reasoning after this? Remember that you need to build an argument that is focused on proving an outcome or the correctness of a value. Instead, we kind of generally offer our thoughts on how children’s lives are affected, and because parents don’t know them - they’ll make decisions which are bad for them. What is the specific argument you are making here? * Good work identifying the parent child relationship, and mental health - but we just name drop these impacts, rather than explaining these and why they’re important. This is too example focused, of how kids can be informed. You need to explain why kids always will be informed, or always know themselves best, or do in the vast majority of circumstances? * We need more incentive and behaviour analysis on the actors involved and their actions and courses.   We can offer more POIs in the debate! The POI to Tiffany is uncharitable - did your side explain why ALL kids are great decision-makers?  We need to sound more confident; our tone makes it sound like we are very doubtful of what we are saying!  5.12 - Nice job! | | | | | | |

| **Student Name:** Tiffany Chan |
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| **Motion:** This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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: | 69.5 | | | | | |
| 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:**  [NOTE: Today’s speeches are 5 to 6 minutes’ long.]  This is a clear opening. Good work highlighting what the key issue or concern is.  On signposting - say 2 arguments and then signpost, rather than what you’ll prove.  On set-up   * Do we need to redefine veto? Do you disagree with the characterisation the Prop presented? * You can say you support status quo!   Rebuttal   * Good identification on knowing self best; good on why they don’t know everything; but you need to phrase this towards disproving the claim that they know them best? * Clear response to the POI from Lorelyn! Don’t just ask whether it equals better decisions, show me why and how it doesn’t! * Good work following the rebuttal structure.   Argument 1   * Internal argument structure here is missing; what is the central claim here, and where is the easy to follow numbered reasoning after this? Remember that you need to build an argument that is focused on proving an outcome or the correctness of a value. * Fair on lack of experience - I think you need to consider what Prop will dispute; which is what kids value more versus parents - spend time justifying this part instead. * Why does the future matter? You need to explain why this long-term success matters more than short-term happiness. * We need more incentive and behaviour analysis on the actors involved and their actions and courses. Why is there an incentive for parents to behave in this way?   Argument 2 (Rebuttal..? - I think you misspoke)   * What is the claim here? * Fair analysis on the nature of children here.   We need to sound more confident; our tone makes it sound like we are very doubtful of what we are saying!  05:16 - Nice job!  We have to offer POIs in the debate! | | | | | | |

| **Student Name:** Karin Yeung |
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| **Motion:** This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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:**  [NOTE: Today’s speeches are 6 minutes’ long.]  Our opening needs to be more directly relevant to the exchange between 1P and 1O; which is on experience and knowledge; you get to this in rebuttals, but it would have been the most high impact to address this here.  Rebuttal   * Good; point out that they have experience, but lack incentive, and how to apply experience to their children; point out an example of how this works which should boost your point further. * Rather than ‘how do you know what parents think’ - explain to me how your side thinks parents think and why it is a bad idea to just let this occur? * Have we responded enough to 1O? Consider if we’ve dispoven parents are better actors and that children are worse actors? * Where and why do children and parents agree/disagree? Analyse where disagreement might occur - for instance, where children might want gender reassignment, and their parents say no, or going to a single sex school or boarding school etc.   Argument 1   * Internal argument structure here is missing; what is the central claim here, and where is the easy to follow numbered reasoning after this? Remember that you need to build an argument that is focused on proving an outcome or the correctness of a value. * What is the key claim you’re making here? * On generational differences - unpack and explain this? What kind of decisions are we talking about? * Excellent point on bodily autonomy - can we explain why this matters so much? * What is the impact of choice? What does it do? * We need more incentive and behaviour analysis on the actors involved and their actions and courses. Why is there an incentive for parents to behave in this way?   05:23 - great job speaking for this long!  We have to offer POIs in the debate!  We speak rather softly and in the same tone throughout our speech - I wish we would vary it where we want to sell a point home! | | | | | | |

| **Student Name:** Alissa Mak |
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| **Motion:** This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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:**  [NOTE: Today’s speeches are 5 to 6 minutes’ long.]  Great opening!  Please signpost your speech before diving into your rebuttals.  Fair on how earphones aren’t important, but 2P moved the debate away from these kinds of examples, so our focus should be on this instead; we want to rebut the strongest version of their argument, not the weakest one.  Rather than the she said this and then that in a more chronological fashion, try to break the Prop’s case down into 2-3 key contributions and focus on that instead; this will make your speech more strategic.  Why will they apply their experience in the way you claim? Why does this experience matter so much more than kid’s research; does the average kid research? Why or why not? We need to be investigating this in much further detail! We need more incentive and behaviour analysis on the actors involved and their actions and courses. Why is there an incentive for parents to behave in this way?  Ask why kids sharing their opinions with parents isn’t enough? If parents care for their children as much as you claim - why is there a need for this anyways?  Why will kids always behave in this way? You are providing intuitive claims, but not explaining why they are right!  We speak rather softly and in the same tone throughout our speech - I wish we would vary it where we want to sell a point home! We have gotten louder though - good job!  We have to offer POIs in the debate!  6.12 - Nice job! | | | | | | |

| **Student Name:** Sophia Tan |
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| **Motion:** This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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:**  [NOTE: Today’s speeches are 5 to 6 minutes’ long.]  We’re reading our opening out with quite a bit of speediness! Slow down, and focus on emphasising what you think is important or urgent, rather than just getting it out of the way as fast as possible.  Good job signposting your clashes today.  Clash 1   * We spend a fair bit of time summarising all that they said, down to the example of ice-cream; instead - we should just push; they said parents are better decision-makers for three reasons here’s why none of them stand. * The reading continued through this; we could’ve used emphasis to highlight how important children making their own decisions is; we also need to explain why this is true.We need more incentive and behaviour analysis on the actors involved and their actions and courses. Why is there an incentive for parents to behave in this way? * Why will children/parents behave in the way you claim; rather than just describing the traits of these actors - why does this mean they behave in one way over the other? * What is the impact of this? Unpack what this means!   Clash 2   * Same comment on summarising applies! * Why will they make good decisions, and always be informed? This is what all your benefits rely on, but you spend more time describing the latter than the former. * Where and why do children and parents agree/disagree? Analyse where disagreement might occur - for instance, where children might want gender reassignment, and their parents say no, or going to a single sex school or boarding school etc. * What is the impact of this? Unpack what this means!   We need to ask more POIs in the debate!  04:37 - try to keep going up until you hit 5!  The reading continued throughout the speech, as did the soft tone; we need to speak louder with more confidence, and with variance in our tone! | | | | | | |

| **Student Name:** Theo Lee |
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| **Motion:** This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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:**  [NOTE: Today’s speeches are 5 to 6 minutes’ long.]  Rather than the we stated versus they stated, highlight what the issue is here; i.e. - we cannot let children make decisions, because they do not have the capacity to do this.  We then need to signpost the structure of our speech; in this speech, I will offer two clashes - the first on x, the second on b…  Rather than describing that kids behave in x way, and parents behave in y way; tell me why their characteristics or traits mean that they will make x decision or behave in a particular way over other - then explain what the implication of this is on your argument.  Good example of Covid vaccine!  Why will they apply their experience in the way you claim? Why does this experience matter so much more than kid’s research; does the average kid research? Why or why not? We need to be investigating this in much further detail! We need more incentive and behaviour analysis on the actors involved and their actions and courses. Why is there an incentive for parents to behave in this way?  Ask why kids sharing their opinions with parents isn’t enough? If parents care for their children as much as you claim - why is there a need for this anyways?  Why will kids always behave in this way? You are providing intuitive claims, but not explaining why they are right!  We have to offer POIs in the debate!  We’re missing the structure we talked about, but good work speaking for longer!  02:36 - Good job! | | | | | | |