| **Student Name:** Sarah Seryoung Choi |
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| **Motion**: This house would place a cap on the salary of professional sports people |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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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: | 69.5 | | | | | |
| 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:  I think we need to pick maybe 1-2 of these outcomes and link this tighter to the motion; currently these outcomes seem slightly removed from the motion mechanistically.  Set-up   * Framing? * Fair on supporting a theoretical cap. * Detrimental impacts are slightly vague. * More benefits than harms is a pretty generic burden! Be more specific!   Argument 1   * Some countries dominate; I think we need to explain why or how they spend money on lavish salaries? Fair on pride being a push - but how does this affect performance? Why does a cap on pay translate into equitable distribution of talent? * Auctions - good! This is fundamentally inter-linked to the above. Is finances the most determinant factor of where players choose to go? Explain what this does to the sport/the athlete in terms of quality, in terms of their willingness to go to the highest bidder - which is worse for sport for reasons you can explain. * Why wouldn’t clubs invest this money into facilities and coaching - and such richer clubs are able to draw in the best athletes anyways? * The impact jumps from competition and fairness to engagement and entertainment; one argument shouldn’t have impacts going in all directions - stay focused!   Clear style and structure. Good work! Consider if you actually prove your outcome by the end.  04:50 | | | | | | |

| **Student Name:** Wendy Zhang |
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| **Motion**: This house would place a cap on the salary of professional sports people |
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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 | | | | | |
| 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 should start with a high impact opening explaining either our framing or our biggest response to their argument.  Set-up?   * We’re missing counter set-up for the round! What is our framing?   Rebuttal   * Good on hard work - but why do they work so hard that they deserve such a lavish salary, as opposed to the theoretical cap Prop proposes. * Fair on risk - explain why it is so risky, and why this money means sports is possible in the first place; the impact is that less people are willing to join sports professionally. * Does Prop’s policy mean those who do better aren’t paid better?   We didn’t differentiate between our positive and negative case. Let’s try to build out independent arguments next time, so all our points don’t end up being used in rebuttal.  Let’s speak with more confidence!  We need to take the POI, especially when we know we won’t hit 5!  02:14 | | | | | | |

| **Student Name:** Alissa Mak |
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| **Motion**: This house would place a cap on the salary of professional sports people |
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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:  What is our impact in the opening? Repeating the motion doesn’t do anything for you. Instead, point out how Opp had to justify WHY hard work merits a LAVISH salary rather than just a decent salary. Why do they need the AMOUNT of money they do?  Rebuttal   * On hard work - fair on no minimum + differential salary. Explain what incentives clubs or countries have to be so extravagant. * We should engage with the point of Opp on risk! Why do people still want to play sports/involve themselves?   Argument 1   * On budgets - what implications or impact does this have? Is it not their own money to use or spend? Often enough, this isn’t used by countries - but rather clubs; people play for national teams because of pride themselves, rather than pay. * Fair on equipment - you can explain how because clubs spend so much on players, their facilities or coaching starts to take a hit; so this is bad for long term club development or sport development. * This argument only works in the country/national team setting. * Good work talking about who is vulnerable and hence matters here.   04:26  We can speak with more confidence and a focus on tonal variation! You have shown great improvement on analysis, but our delivery still needs lots of attention! | | | | | | |