| **Student Name: Andrew** |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 |
| 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: Speeches are meant to be 4-5 minutes in length for today’s class.   * Nice illustration of the performance enhancing drugs and its benefits. But I don’t see how your hook supports your side of the motion. * When you say genetics doesn’t always win you games, try to show what that has to do with your side of the motion. * Nice identification that steroids have health risks - try to explain what those risks are and why that is unmanageable on the proposition’s side. Proposition side does have some model on regulating the dosage and preventing abuse - you need to show why that wont turn out that way. * When you say sports won’t be about better players and just which drugs are effective, try to explain this in detail. Why will these drugs create such a large disadvantage? * When you say these drugs will build unrealistic standards - you need to explain in depth how that happens and why it is bad.   6:00 | | | | | | |

| **Student Name:** Lydia |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 |
| 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: Speeches are meant to be three minutes in length for today’s class.   * Nice work on explaining the range of benefits that sports can have. You want to link why these benefits go away through the use of performance-enhancing drugs. * When you explain that the team who takes the drugs will win, it is possible that more teams and their players will consume this as well for the advantage. You want to show how the stigma surrounding these drugs will prevent everyone from taking this, leading to more disadvantage. * When you address the opposition’s side, don’t concede to everything that they say. For example, while the proposition does have some mechanisms to prevent abuse and overdose, try to show why this won’t work. Say that athletes will take it before every game as the effect of the drugs wears off. And this creates addiction and abuse. * You want to try dealing with POIs a little bit actively. Nice work on identifying that pressure might have motivated them to take drugs, but we need to prove this. Since everyone is taking it, they might not have a choice to not take it. * Nice work on explaining that human flaws and limitations are critical for improvement in sports. 5:48 | | | | | | |

| **Student Name:** Henry |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 |
| 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: Speeches are meant to be four minutes in length for today’s class.   * Most parts of your hook was good - but let’s try to avoid using complicated metaphors to improve clarity. * Nice vocal projection but let’s try to maintain eye contact in addition to looking at our notes. * Don’t make responses that end in questions - instead of saying “why should we accept athletes who are not skillful?” rather say “it is unfair to accept athletes who are not skillful and are just there because of athletes by showing how the drugs are causing this improvement in ability.” * Nice work on illustrating the harms of steroids. Try not to research during the prep time by the way. This is not allowed in most debate tournaments. Feel free to research before the class and after the class. * We also need a more proper structure for our arguments. Have a claim, thesis, reasoning and impacts. * 4:45 | | | | | | |

| **Student Name:** Evelynne |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 |
| 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: Speeches are meant to be four minutes in length for today’s class.   * Try to make your hook a little bit more emotive. Try to have more than one line in your hook. * Nice work on your argument but try to reference earlier speakers in your argument. As a reply speaker - you want to reference previous speakers rather than making your own arguments. * Try to minimize the pauses between your sentences. * Nice identification of how excitement from the games will go away. * Also you are rushing from one claim to another. Try to show how your team proved that claim and how that is more important than the other side’s claim. 2:45 | | | | | | |

| **Student Name:** Kris |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 |
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| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice work on trying to adhere to the reply speech structure. However, try to have your own hook once you enter there. * Nice work on explaining that there are certain biological disadvantages that can be overcome with the consumption of drugs. * Try to speak a little bit louder, and also maintain eye contact with the audience. * We need more illustrations in our speech. Also do the comparative work by comparing the impacts and likelihood of your side’s claims. * Let’s try to minimize repetitions of our ideas. You don’t have to respond to every single claim from every single person. Prioritize important claims and then respond with multiple reasons. * Nice work on identifying most arguments from the other side.   4:04 | | | | | | |

| **Student Name:** Ashley |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 |
| 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: Speeches are meant to be four minutes in length for today’s class.   * When you say that athletes haven’t made groundbreaking achievements - this is subjective. You need to be more specific here. * Nice identification and contextualization to suggest that sports have gotten extremely predictable. In your hook itself say it will not be dull with the introduction of performance enhancing drugs as well. * While your idea that we won’t allow random people to take these drugs is okay. Proposition’s concern is illegal use of these drugs which would increase because more people are inspired by these athletes. Try to address this. * Minimize the random pauses in the middle of your sentence btw. Only pause at punctuation. * Good work on responses for all speakers. You may need to prioritize the most important responses though and then give multiple reasons there. * Nice work on explaining that a lot of people will get inspired to play as they feel like they have a chance. * Good illustration of how companies will restructure their incentives to make these drugs safer and better in the long run.   6:30 | | | | | | |

| **Student Name:** Ethan |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 |
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| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice illustration that people with passion, hardwork and ones that have tried everything don’t get into sports because of genetics. * You don’t need to define sports - try to define performance enhancing drugs rather. * Nice policy to prevent abuse by legalizing performance enhancing drugs in small quantities and monitor dosage. * We need more reasons to say why you would get a better spectacle. You have to try to indicate what actually these drugs change for individual players. * Nice identification that even weaker teams can upset super teams. But it still seems unlikely - as we could have super teams taking performance enhancing drugs. I think a fairer evaluation would be to say that since everyone can improve their natural abilities using these drugs, the game will be mostly a mental battle, strategy, cooperation and other things which are actually within these athlete’s control. * Nice work on identifying that a lot of teams will get a chance just because of this policy. We need more work on this argument though. 6:00 | | | | | | |

| **Student Name:** Marcus |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 |
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| 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 |
| 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: Speeches are meant to be four minutes in length for today’s class.   * When you link gifted players benefitting drastically from performance enhancing drugs you also want to prove why they won’t have disadvantage after using these drugs. * Nice identification that people can choose or choose not to take these drugs. * When you say you would have a larger competition - explain how the games will be closer, what would be the areas of difference and why this would be better. * Nice work on explaining that you would have more entertainment in sports. You want to explain why you need this unpredictability and entertainment. Explain how the value of sports improves because of that. * When you say companies have an incentive to make it safe, you need to explain more on where this incentive comes from. However, nice work explaining how companies will test and improve based on how different athletes receive their drugs.   4:50 | | | | | | |

| **Student Name:** Stephen |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 |
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| Student ably supported teammate’s case and arguments. | **N/A** | 1 | **2** | 3 | 4 | 5 |
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| 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: Speeches are meant to be four minutes in length for today’s class.   * Try to speak louder. * Nice work on explaining that poor and disadvantaged players might not have the chance to win. * We need to maintain eye contact with the audience a little bit more. * Your job as the fourth speaker is also to show what your side has proven so far. Newer points at this point are not strategic. * Nice explanation on how people might be inspired to abuse drugs. You want to say why this is harmful.   4:22 | | | | | | |