| **Student Name:** Natalie |
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| This house supports a world where our chosen families (e.g., close friends.) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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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:  The speech length for today’s class is four minutes.   * Nice work on explaining that when people choose their friends over family - they are supporting short term benefits over long term protection and support. * Nice work on explaining that friends are likely to find other options for companionships. You need to however explain why the criteria used by the people to evaluate friends is unfair. * You need to explain why toxic friends are worse than toxic families. * When you explain that you choose people based on their personalities you are not able to explain why that is bad either in the short or the long term. * You want to try to use a proper debate structure to structure your speech. * Good work on explaining that friends can influence you to do bad things like taking drugs. But you need to explain what specific characteristics make the friends likely to do this. * 4:00 | | | | | | |

| **Student Name:** Henry |
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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:  The speech length for today’s class is five minutes.   * Nice work on explaining that people’s perspective of the world is limited because they are stuck with the families they are given. * When you respond to the fact that families created you - explain that this shouldn’t be the only extent of the contribution for some families. Try to explain how it is unfair for some people to be held to this standard and kept in this longstanding obligation. * Your experience with one individual friend doesn’t generalise the nature of friendships that people have. So make broader claims. * Good work on explaining that people have no ability to choose their family. You need to extend this argument to show why this matters. * Good work on explaining that people have the ability to choose the kind of people who are important to you. * You want to explain that you can choose better people through trial and error. You also want to explain how personal evolution happens in a relationship that is initiated by choice. * Good work on explaining how women in developing countries will be disproportionately impacted by this.   5:30 | | | | | | |

| **Student Name:** Morgan |
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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:  The speech length for today’s class is four minutes.   * Nice work on explaining that you can’t change your families. Good work on explaining you have options for your friends and thus you get more control. Try to explain why this means you are likely to make a better choice as well. * Good work on identifying the ideas from the other side. But we want a better structure for our rebuttal. Try to show why they are not true. * Try not to escape rebuttals by saying that the topic is more about close friends. You still need to engage with the possibility that close friends can be bad for you at times. * When you respond to the idea of family - don’t talk about rare and random scenarios like accidental birth. Focus more on the general family. * This debate also is not entirely about family or friends - this is about a perception where people perceive them as equal. * Minimize the random pauses in your speeches. And minimize the laughter in your speech. | | | | | | |

| **Student Name:** Kris |
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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 |
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| 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:  The speech length for today’s class is four minutes.   * Nice work on explaining that families are the reason why we exist. You also need to explain other parameters besides birth as well. * When you say that your family cannot ditch you - try to explain why they have a reason to stick with you and also why that is a good world. Explain exactly that there are selfish reasons for people to choose their friends and try to show how it impacts them. * Good work on explaining that friends will not stick with you as you change. * Nice work on explaining that people make decisions about their best friends based on selfish characteristics. You however need to explain this more deeply. Explain about how there are unequal power dynamics and how that makes things worse. * 3:30 | | | | | | |

| **Student Name:** Melody |
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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’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:  The speech length for today’s class is four minutes.   * Nice work on explaining that overemphasis on family can require a lot of sacrifice. Try to explain how this is asymmetrical or unfair. * Nice work on explaining that you are required to fulfill certain obligations because of being a member of a family. * Good illustration of abusive parent child relationship. Try to explain why this is frequent or this kind of family dynamics is easier to escape. * You need to explain what factors people use to build new friendships and how that becomes better over time. * Try to speak for longer. * 2:52 | | | | | | |