| **Student Name:** Morgan |
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| THBT friendships should require strong obligations. |
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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:  The speech length for today’s class is five minutes.   * Nice work on explaining the necessary ingredients in friendships and how that has to come with obligations to make people work on it. * Try to explain exactly how and when these obligations are imposed. Try to also show why this will be reasonably set. * A large part of your speech is normative - that is saying you have to be obligated with your friends because friendship is a special relationship. You also want to add practical impacts of that. How do you benefit from having these obligations? * Don’t deal with specific examples - deal with broader claims that wrap that example. * Try to minimize getting sidetracked by random POIs and don’t get distracted easily. * A lot of your speech basically starts with “Think about” and asks the audience to imagine - you can try to focus more on real problems that are already there as opposed to thinking about the world. * 6:00 | | | | | | |

| **Student Name:** Henry |
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| THBT friendships should require strong obligations. |
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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:  The speech length for today’s class is five minutes.   * At least get your first line prepared completely before you start your speech. * Nice work on explaining that obligations can be time consuming and thus can drain individuals. Good work on linking this to how stressful the current world is. * You want to work on explaining that setting flexible boundaries is better. * Nice work on explaining how obligations add to the frustration, stress and guilt for people. * Try to show why these obligations are likely to be unrealistic and why people will be unlikely to fulfill it. * Good contextualization of pop-culture and other obligations adds extra pressure from society to fulfill these obligations. Try to explain how these actors in society act to impose this. * We need a more robust response structure with multiple reasons to disprove. * 4:35 | | | | | | |

| **Student Name:** Melody |
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| THBT friendships should require strong obligations. |
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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 stronger obligations help you build stronger and caring relationships. Try to illustrate why these obligations are likely to be fairly set. * Nice work on clarifying what obligations mean in friendship. * Whenever you prove an impact like trust or support. It might just sound like a philosophical impact. You can try to make these arguments stronger by suggesting things like “trust is a pre-condition to opening up about your emotions or doing things together.” or try to explain “Friendship requires people to go out of their way to help each other even when someone feels extremely vulnerable and thus betrayal of trust can feel extremely painful there”. * Nice work on explaining that obligations help people set important boundaries and also guides people to decide what is important for them in a friendship. * You need to challenge yourself more during the prep time. You also need to add slightly more energy to your presentation. * 4:25 | | | | | | |