| **Student Name:** Isaiah |
| --- |

| **Motion:** This house believes that parents should prioritize their child’s success more than happiness. |
| --- |

| 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 5 minutes in length for today’s class.   * Nice contrast between a happy but broke child. But rather than saying it is not the right way to parent - show what exactly happens when you parent that way. * Nice work on explaining your model and showing how exactly you will implement this in your world. * While your intuition that happiness is not a convertible capital needs more explanation. Your first argument needs more work. Try to show how things you work on will build onto themselves. * Nice work on showing that odds of their hobby working out is less - but try to explain this more as well. Show why this is important. * Try to speak for longer. We need to illustrate the importance of your arguments.   4:00 | | | | | | |

| **Student Name:** Athan |
| --- |

| **Motion:** This house believes that parents should prioritize their child’s success more than happiness. |
| --- |

| 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 five minutes in length for today’s class.   * Nice work on the hook. However, show why 60 years of happiness is success translated to your life. * Nice work on showing that despite parent’s work on making these boring jobs interesting - this won’t be enough. * Try to explain what prioritizing success means - what kind of activities do you do besides the studies. * Nice work on explaining that you will be more prepared for the stress when you work for success. Frame it not as you will be used to stress but say that you will be prepared for hardships in life. * Let’s try to minimize the pauses in the middle of your speech. * You need to explain how happiness is not a sufficient condition for survival. * Nice work on explaining the realities of the current world. * Much better speech than the last few times. Good work.   4:53 | | | | | | |

| **Student Name:** Davian |
| --- |

| **Motion:** This house believes that parents should prioritize their child’s success more than happiness. |
| --- |

| 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 five minutes in length for today’s class.   * Nice work on explaining that the pursuit of success is very difficult. Try to show why these standards of success are impossibly placed. * We need a more proper structure for the responses. * Nice work on explaining that we can make things necessary for success more fun so that they will reach success. However, rather than saying “we can” say that “parents are likely to”. * Your responses are one liner responses. We need to dismantle the reasons - not just disagree. * Good work on explaining that the standards for success are extremely high and that these are unachievable. When you say that kids want to show their parents that they are successful - try to explain why. Explain why they have parents as their role models. Or show how parents directly show their disappointments which will lead to frustration or other harms. * Good work on illustrating how children learn to live their best life in your world. 5:11 | | | | | | |