| **Student Name:** Isaiah |
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| **Motion:** As a parent, This house would encourage their children to play sports for victory, rather than enjoyment. |
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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 4 minutes in length for today’s class.   * Nice hook. Try to also illustrate the harms of desensitization from . * Good vocal projection on your speech as well. * Try to minimize unconscious body movements during the speech as well. * Try to rely less on the notes and maintain more eye contact. * Good logical structure for your ideas. * Nice work on explaining the nature of pressure imposed on students when they play for victory. * Nice work on explaining the incentive of parents for their child. You also want to compare why children’s happiness is more important than victory or possibility of victory on your side. * Good work on illustrating the nature of relationship between parent and child - but we need to prove this more. Why won’t they generate the bond when parents ask them to win. 3:45 | | | | | | |

| **Student Name:** Athan |
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| **Motion:** This house believes that parents should prioritize their child’s success more than happiness. |
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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 five minutes in length for today’s class.   * In your hook you explained that children will take this seriously. But why is it important for kids to take this seriously? What happens when they don’t? * Good work on identifying that children won’t be stressed when they are prepared but you want to explain how parents will prepare their children for this situation. Try to explain why focusing on winning means not getting disincentivized by losing as well. * Let’s not get fazed by POI. * Let’s try to minimize random pauses in the middle of the sentence. * Try to make other ideas beyond the stress as well. * 3:10 | | | | | | |

| **Student Name:** Davian |
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| **Motion:** As a parent, This house would encourage their children to play sports for victory, rather than enjoyment. |
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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 five minutes in length for today’s class.   * We need to make our hook even more emotive. * Good structure for the overall speech but let’s minimize the pauses. * While the model is fine, you are taking a lot of time to transition to argument. * When you say that children miss out on certain aspects - show what aspects are those and why those aspects are more important and why those aspects can’t be delivered by fun. * Good work on connecting the problems of society to the ability that kids have right now. * Nice identification to suggest that losses can also be strategic in their path to victory. We need more explanation on this. Try to explain how losses can cause motivation, reflection and drive that will lead to victory. * You need more robust analysis to link victory to happiness.   5:24 | | | | | | |

| **Student Name:** Anders |
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| **Motion:** As a parent, This house would encourage their children to play sports for victory, rather than enjoyment. |
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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 |
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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 five minutes in length for today’s class.   * Nice work on explaining the point and purpose of sport. But try to make this a little bit more emotive as you are using this as a hook. * Good work on the general macro structure in your arguments. * Nice use of analogy to show what sports for winning looks like. But if your illustration is that sports will be similarly stressful as studies, we need more analysis on why people will be sad. * Good work on showing how different sources of pressure can make things difficult for children. * Try to give us a picture of what playing for fun means by giving illustrations. * Nice link between childhood and enjoyment and how focus on victory takes away from that perspective. * Try to maintain eye contact with the audience and reduce the reliance on your notes a bit. * When you respond, rather than asking a question, try to give reasons for why those ideas are not true. * We need a better transition to conclusion. * Good POIs.   3:44 | | | | | | |

| **Student Name:** Ethan |
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| **Motion:** As a parent, This house would encourage their children to play sports for victory, rather than enjoyment. |
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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 |
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| Teacher comments:  Note: Speeches are meant to be five minutes in length for today’s class.   * Try to make your hook more emotive. * Your claim is that the attitude of victory maintained at sports is transferable to other situations in life. We need more explanation to show why they are likely to receive similar circumstances in their work life and struggles. * Try to speak a little bit faster. * When you say playing for victory generates positive stress, try to explain what that is and what makes it positive. You need to link this stress to positive outcomes in the future to claim that this stress is positive. * Nice work on explaining that parents can evaluate their own investments and the returns on those investments. * Try to reduce the back and forth movement in your speech. Try to rely less on your notes as well. 5:20 | | | | | | |

| **Student Name:** Moses |
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| **Motion:** This house believes that parents should prioritize their child’s success more than happiness. |
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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 |
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| Teacher comments:  Note: Speeches are meant to be five minutes in length for today’s class.   * Rather than discussing that victory itself is bad, try to explain why playing for victory is bad. * In your responses try to give multiple reasons to disprove an idea rather than relying on illustration. * Good work on analyzing the nature of pressure that kids have and how that affects them. * Good illustration of reflection and loss - but I don’t see why this would happen when you play for fun. * Playing for winning doesn’t mean you will always win. So try to address that pursuit as well. | | | | | | |