| **Student Name:** Isaiah |
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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 4 minutes in length for today’s class.   * Nice analogy between students cheating and the drugs - try to show how this is bad in hook itself beyond the analogy. * Try to minimize random pauses in your speech. * When you say many people will take it secretly, doesn’t that happen on both sides? Like in your world as well - people are already taking these drugs illegally. * We need a better response to a POI. In fact you can take that point and use it to your advantage. For example if the gap remains the same when both talented athletes and average athletes take it then there is really no point to this. Explain why their argument about how it will make things fair doesn’t apply. * When you say drugs can be bad for young people, try to explain why they are important stakeholders in this debate and why we should care about this. * We need to minimize the unconscious leg movements. 4:44 | | | | | | |

| **Student Name:** Athan |
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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 |
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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.   * 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:** This house would allow performance-enhancing drugs in sports. |
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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 |
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| Teacher comments:  Note: Speeches are meant to be five minutes in length for today’s class.   * Nice work on explaining that players are stressed and overused in a lot of games. I am not sure performance enhancing drugs will overcome these injury issues. This idea needs more explanation. * When you identify the other side’s claim, don’t explain everything they say, just take their impacts and logic and disprove them in your response itself. You need to try to summarize here. * You are being a bit repetitive with your ideas. * Nice work on identifying that everyone taking the drugs is not cheating. * Nice work on explaining that currently better equipment or shoes still disadvantage certain people now. * Good work on structuring your clashes. * You can’t use only your model to respond to the claims. Explain that even when there are side effects, athletes took their own choice to choose that knowing it has side effects. 5:30 | | | | | | |

| **Student Name:** Anders |
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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 |
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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.   * You can’t define performance enhancing drugs as not harmful. They need to be close to the dictionary definition as much as possible. Just say you will only allow these kinds of drugs to be used. * Nice work on identifying that sports will be more exciting. You want to link this to why we have more audience engagement, more revenue and more interest on the part of the sports. * Try to also link this to how the human potential also improves overall after you allow these drugs. Explain how different records get broken and how that is what sports is all about. * Good illustration to show that certain people with different disadvantages will be able to use this to improve their competitive prowess. * Try to speak for a bit longer.   3:40 | | | | | | |

| **Student Name: Moses** |
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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 |
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| Teacher comments:  Note: Speeches are meant to be five minutes in length for today’s class.   * Nice identification that athletes who use these drugs will have unfair advantages over other athletes. Try to explain here why this is more unfair than natural genetic arbitrariness and individual conditions that proposition side talks about. * Nice identification of the other side’s case but when we make the responses, we need to give more than one reason to disprove them. Also, using questions to respond is not strategic. * When you explain using these drugs is equivalent to cheating - try to explain why it is still cheating even when everyone is allowed to use it. Link it to how sports is a celebration of natural human potential that is disrupted by massive changes these drugs can cause. * Nice work on identifying that these drugs are addicting. Try to explain that athletes will continue to consume it as the pressure to win games is always there and they might even face pressure to consume it. 3:51 | | | | | | |

| **Student Name:** Athan |
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| **Motion:** This house would allow performance-enhancing drugs in sports. |
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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 |
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| Teacher comments:  Note: Speeches are meant to be five minutes in length for today’s class.   * Try to speak louder and in a more assertive way. * Try to maintain eye contact when you speak - don’t rely entirely on your notes. * Good work on identifying that access to these drugs will be for all athletes. You want to explain in detail how this makes it more fair and how this will be done in a responsible way. * You can’t say that side-effects won’t happen at all. Try to say how you will take measures to reduce the side effects and over a longer period of time, this will naturally subside. * When you say the points, try to reference the previous speakers on your sides as well and how the opposition engages with their claims. * 3:21 | | | | | | |

| **Student Name:** Kaiden |
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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 |
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| Student ably supported teammate’s case and 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.   * Nice identification that the challenge and the competition will be between those who use and don’t use performance enhancing drugs. Here, try to explain that they can boost the power so much and make it highly unfair. * Let’s minimize the random pauses in the middle of your sentences and also in the middle of the speech. * Nice work on explaining that performance enhancing drugs can't solve a lot of inherent problems with the debate. * Good illustration of the side effects of the drugs. However it is still the athlete's choice - try to show how they will be coerced to take this even with the side effects.   4:31 | | | | | | |