| **Student Name: Anders** |
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| **Motion:** This house would punish parents for the crimes committed by their children |
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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:  Note: Speeches are meant to be five minutes in length for today’s class.   * Nice work on explaining that parents are significantly important role models for the children. Good illustration of their roles. * You want to explain specifically how parents can intervene to make sure their kids end up on the right track. * Try not to be too specific about the punishment in your model. Give a general trend of the punishment rather than specifying five years. * Good work on explaining how this policy acts as a significant deterrent for other parents and other kids. * You want to link parents getting deterred to kids getting deterred as well. * Nice work on explaining that parents can influence the education of the child as well as providing them moral values that can help the kids develop into good people. * Try to also engage in scenarios where kids are influenced by other factors besides the parents. Explain that in those situations, parents can report to the authorities or other people when they notice their kids doing something dangerous when they notice these things. * Your mechanism for deterrence is guilt - however, it is difficult to see why they will care more about their parents and feel guilty. * Try to minimize the pauses and fillers in your speech. * Try to minimize repetitions in your speech. * 6:30 | | | | | | |

| **Student Name: Athan** |
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| **Motion:** This house would punish parents for the crimes committed by their children |
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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:  Note: Speeches are meant to be five minutes in length for today’s class.   * Try to minimize the pauses in your speech. * Good work on explaining that children oftentimes operate without their parents knowing. * Good work on explaining that parents will be overly controlling some of their children knowing that this policy exists. * You want to explain how children getting punished is reasonable. Try to show how this is fair and reasonable. * You want to clarify who gets punished on your side. Your example of children getting traumatized also happens when they themselves get punished instead of parents. * Try to speak for longer. * 3:41 | | | | | | |