| **Student Name:** Aliana |
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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:   * Try not to pause in your hook. Also make your hook more emotive. (Try to evoke an emotional reaction from the audience). * Nice explanation of the role parents play in children’s life. You want to explain specifically why and how parents are at fault. Explain how they are the only people responsible for looking after a kid. * Try to characterize crime in a better way - what makes a kid commit a crime besides the parents. Explain why even in these cases parents have a special role to stop these kids from committing a crime. * We need a more robust structure for our argument - try to show what you need to prove in your speech and also label your arguments better. * Good use of illustration and examples of situations when the problems within dysfunctional families can cause kids to commit a crime. Explain why these kinds of things will be corrected with this policy. * Also explain how punishing parents will make the situation better for kids and society.   4:45 | | | | | | |

| **Student Name:** Marcel |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   * We need a more emotive hook. Don’t make a neutral hook. Your hook has to support your side. * Nice work on explaining that children are easily gullible and a lot of other influences can affect kids in addition to their parents. * You also need to explain why punishing the parents doesn’t help the kid even when they are responsible. Try to show how these kids’ only support system are these parents and how kids will also be punished when parents are punished. * Your identification that kids will feel that they can commit a crime whenever they want is true but not likely as there are other mechanisms to stop kids from committing the crime. * Also the impact of kids overcrowding the prison because of the increasing crime rate is not a logical conclusion. Focus more on the aspects of the punishments and how this is fair for the kids. * You also need to highlight what exactly you will do on your side if you don't punish parents.   4:10 | | | | | | |

| **Student Name:** Rachel |
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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 |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   * We need a better hook. * Try to maintain eye contact with the audience. * While your mechanism that children will be ashamed to see their parents go to jail is true - it is non exclusive - which means they will be ashamed to go to jail themselves as well. So this applies to both sides. * When you explain that parents influence the behavior of their children - show how much control they have over their kid's life. Explain how no other entity is as responsible. * Try to also show why kids commit certain crimes and what is the parent's role there. * Try to speak for longer. * 3:00 | | | | | | |