| **Student Name:** Marcel |
| --- |

| **Motion**: This house believes that bullying should be treated as a criminal offense. |
| --- |

| 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:   * Good work on the hook. Nice work on explaining that treating bullying as a criminal offence will deter them from committing crime. * Your model on restricting this debate to adults is not a reasonable policy. Try to explain the juvenile detention centres and other mechanisms as well for kids. * Good work on signposting. * Much better structure for your arguments. But after you mention your arguments - try to explain why that argument is true. Also label the reasons as the first and second reason. * Talk about investigation and mechanisms involved within the criminal justice system. Try to talk about how these people are more likely to be objective in interpreting and judging these kinds of issues compared to parents or teachers. * Good illustration of the harms that victims face because of bullying. * You need a lot of work to explain why the current ways of treating bullying have failed. This is how you can justify potentially extreme punishment.   4:14 | | | | | | |

| **Student Name:** Rachel |
| --- |

| **Motion**: This house believes that bullying should be treated as a criminal offense. |
| --- |

| 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:   * Nice work on explaining that people have a tendency to overestimate the harms of bullying. Try to explain here how the punishment will not be proportional to the crime. * When you explain that harsh punishment will be tough for bullies - try to explain why the criminal justice system is underequipped to deal with cases that require sensitivity and care. * Try to minimize random movements during the speech. * Don’t ask questions in your rebuttal - Rather answer them. Try to explain how police officers or other people involved will overpunish individuals. * Try to make and maintain eye contact. Try to sound more confident. You also need a better response structure. * Try to speak for longer.   3:03 | | | | | | |