| **Student Name:**  Verena |
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| **Motion**: THBT friendships should require strong obligations. |
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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:   * Good work on bringing energy and enthusiasm in your speech. * You want to also try to show what happens when people don’t have any obligations in friendships on the hook as well. * In “believes that” debates instead of saying “our model”, try to say this is how things work out in our world as we have very little control over the world in these types of debates. * Try to make and maintain eye contact with your audience. Rely less on your notes. * Nice work on explaining that people will start to help each other more when you have friendships that come with obligations. * When you explain, helping others in friendships usually comes with a reciprocal reward - explain why thai is so and especially true in friendships with obligations. * Try to also show why these obligations won’t be too extreme and will be reasonable enough. Also show how both parties will adhere to these obligations. * Try to explain how people will think twice about entering into friendships and how that makes you a better person. * 4:30 | | | | | | |

| **Student Name:** Marcel |
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| **Motion**: THBT friendships should require strong obligations. |
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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:   * Good emotive hook. Nice work on explaining that friendship with obligations are like jobs. * You are making a lot of normative claims at the first part of your speech. Things like - friendships should be made, friendships need to be better and stuff like that. Try to spend some time explaining why that is the case before moving on to the ideas. * Nice work on adding emotion, energy and enthusiasm in your speech. Nice attempt to incorporate hand gestures to your speech. * You also want to be more reasonable in dealing with the other side. Explain why even smaller obligations are likely to be bad for friendships. For example, talk about the expectation of obligation that leads to people being disappointed in real life. * Nice work on explaining that when you rely on friends, you will be less independent. * Try to run a moderate version of your case and minimize the extreme parts of the debate that are easy for you to win.   4:41 | | | | | | |

| **Student Name:** Evelynne |
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| **Motion**: THBT friendships should require strong obligations. |
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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:   * In your hook when you say longlasting friendships are important - tie that to obligations and also show what happens when you don’t have friendships with deep obligations. * In your response, instead of saying I disagree and expressing a counter opinion, first deconstruct their claim by saying “there are two reasons why this does not happen in the real world or why this is not true.” * Nice work on explaining that obligations are reciprocal and it's not just one person doing a work for no expectations at all. * Also good work on explaining that these obligations will be reasonable. Here we need more explanation on suggesting why you would not overexert them. Also explain when these obligations are fulfilled how that helps you. For example if your friend helps you stay on track - how does that help you? * Really good improvement from last time’s speech. * Good work on explaining that long lasting friendship that remains throughout life relies on obligations. Try to explain here exactly how this is better. * Nice attempt at bringing some enthusiasm and energy in your speech.   4:50 | | | | | | |

| **Student Name:** Rachel |
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| **Motion**: THBT friendships should require strong obligations. |
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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:   * Nice work on explaining that obligations does not automatically mean voluntary trust between friends. You should explain why friends will still care for you even without obligations. * Try to explain how you are likely to select true friends easily when people help you out of care instead of obligations. * Good work on explaining that people are more free in their decisions in regards to friends when there are less obligations. * Good work on explaining that people who are obligated to help will not be able to go the extra mile to help. * Try to speak for longer.   3:46 | | | | | | |