| **Student Name: Kana** |
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| **Motion**: This house believes that bullying should be treated as a criminal offense. |
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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 |
| Competition Score: |  | | | | | |
| 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:   * You need your hook to be more serious and emotive. * Try to speak louder and maintain eye contact with your audience. * Try to link basic harms about bullying that you explained to how the criminal penalty is effective. * Your analysis of how bullying affects victims is good. Explain why alternative solutions that we have do not work. * Nice classification of the types of bullying and how you handle them on both sides. * Try to minimize the pause while answering the POI. Try to explain why your solution works better than theirs in that POI. You can also explain why a warning is not an empty threat like right now. * While your analysis is correct about the college and getting fired from the job but your punishment is more extreme for the bullies. They will also receive additional punishments in addition to criminal penalties as well. * Good work on speaking for longer. * 4:30 | | | | | | |

| **Student Name: Ethan** |
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| **Motion**: This house believes that bullying should be treated as a criminal offense. |
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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 |
| Competition Score: |  | | | | | |
| 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:   * You need to make all parts of your hook relevant to your speech. For example, fish hunting and other things being criminal have nothing to do with bullying in general. * Nice identification of ideas from the other speaker. Don’t say something like - I didn’t understand what they said. Just skip that part and move on. * Nice work on identifying that bullies will feel that they have been treated unfairly by the system and won’t support taking on rehab. Try to explain exactly why this is the case. Talk about how there is a public stigma against jail, talk about the mechanics of jail and juvenile camps. * Your impact of bullies being conspiracy theories and revolutionaries is unlikely to happen. * Try to speak for longer. * You need to rebuild ideas from your other speaker as well. * 4:10 | | | | | | |

| **Student Name: Selena** |
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| **Motion**: This house believes that bullying should be treated as a criminal offense. |
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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 |
| Competition Score: |  | | | | | |
| 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 don’t want to compare bullies with psychopathic tendencies as bullying related issues are multifaceted and can be caused from multiple ways. * Nice work on explaining that these people need more direct rehabilitation. * You need to explain why the alternatives that you have are either sufficient or will improve as a result. * Good elaboration of how these people did not commit an extremely heinous crime and were unable to understand the consequences of their actions. * You need to structure your ideas more clearly. You want to highlight how you deal with these issues without the punishment. We need more solutions than mental health counseling and guidance. * You need a more robust analysis of what happens to these bullies in future. Talk about how they will be once they have served their sentence. * Try to make and maintain eye contact with your audience. * 5:10 | | | | | | |

| **Student Name: Albert** |
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| **Motion**: This house believes that bullying should be treated as a criminal offense. |
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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 |
| Competition Score: |  | | | | | |
| 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:   * While you call out the opposition side in your hook. Try to show exactly how your side is right in identifying the actual harm in the debate. * Try to focus the debate on more relevant parts, by directing the POI in the correct direction. * You don’t have to accept all POIs in the speech. * You are taking a lot of time to get to the point - let’s try to figure out a better structure for your transitions. * Good work on explaining how bullies are treated in a society and why criminal penalty is the best way for this. Good work on explaining the integrated methods within criminal justice systems. * Try not to lose your chain of thought in the middle of the speech. * Try to speak faster. * 5:20 | | | | | | |

| **Student Name: Melody** |
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| **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 |
| Competition Score: |  | | | | | |
| 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 rather than saying that shoplifting has less harms than bullying, maybe illustrate the harms of bullying in detail. You also need to make your hook more emotive. * Good work on trying to explain how you want to implement this policy. * You need to explain clearly why the current measures to deal with bullying have failed and why you need this particular type of enforcement. * Try to speak louder and try to make and maintain eye contact with your audience. * Good work on explaining how bullying can have long lasting and broader impacts. Try to explain why people bully others and how the criminal justice system will properly rehabilitate them. * Try to also explain why the CJS won’t be that harsh with the kids if they are the ones getting punished. * You need to speak for longer. Take time explaining your second argument.   3:30 | | | | | | |