| **Student Name:** Isabella |
| --- |

| **Motion:** This House believes that major tourist destinations should significantly limit the number of tourists that can visit. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student offered a point of information. | **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 a child of that level. | | | | | | |

| **Teacher comments:**  [Speeches today are aimed at four minutes!]  **Opening**   * We need to have a hook please!   **Setup**   * Do not jump into speaker wise responses directly! * Do your hook, and then do your setup before moving on!   **Rebuttal**   * I am unclear how true it is that the local economy of tourist places are always strong otherwise. * ^Because tourism in many places is indeed a major contributor! * Good explanation of more jobs (eg nuance of taxi drivers that locals do not use as much), but are more of a tourist thing   **Clash**   * I am unclear what the “empowerment’ of local communities look like, and why is that a good thing as well! * You could take more time to explain why those changes are positive eg more jobs (connecting it to your earlier part of speech)!   **Clash 2**   * You needed to explain here why “cultural preservation” is a good thing that we should value! * You could talk about diversity, identity, and so on as reasons for the valuation!   **Style**   * We also need to try and have some pauses in our delivery, sounding more clearer! * Try to have a clearer transition while moving from one argument to the other!   Good that you had a clear conclusion too!  We need to raise and accept POIs!  **Speaking time:** 4:28! |
| --- |