| **Student Name:** Tony |
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| **Motion:** This House believes that major tourist destinations should significantly limit the number of tourists that can visit. |
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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 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**   * Good hook, I like the initial nuance very much!   **Setup**   * I like that you made it clear that you have two arguments to run!   **Argument 1**   * I am unclear where the Japan example jumped in! * I like the example of neighborhoods and so on (e.g. how losing them would actually cause less tourist flow/ distrust)!   **Argument 2**   * Good impact on how there would be a decrease of economic wellbeing, and how it would affect the most vulnerable community!   **Style**   * We also need to try and have some stronger delivery, sounding more confident! * Some hand gestures would help your speech greatly!   Good that you had a clear conclusion too!  We need to raise and accept POIs!  **Speaking time:** 3:10 |
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