| **Student Name:** Aria |
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| **Motion:** TH prefers an approach to school bullying that emphasises rehabilitation instead of punishment |
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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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are between 5 to 6 minutes’ long!]   * Nice hook and start of your speech! * You can immediately start by telling me all about the unique personality you need to have to be a bully; these are people that aren’t really going to be very apologetic about what they have done to people. Could this have an impact on how willing they may be to accept what they have done wrong? * Are people really going to end up in a rehab centre though? Why? Wouldn’t this just happen on a school level? * Try to be more structured! I feel like you were jumping around to a few different ideas and parts of your speech; try to make sure that you are arranging it in a clear way that has a clear conclusion for each part of the speech. * Good argument on how bullying may reoccur in this case; try to give me all the reasons for why they will be more remorseful under punishment and not rehabilitation! * Remember to prove your exclusiveness! Right now, I’m unsure of why the things you are saying are wrong with rehabilitation won’t apply to you as well right now. * Don’t start your clash analysis and then just end your speech!!   Speaking time: 05:45.12, good work! | | | | | | |