| **Student Name:** Ethan |
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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!]   * Good strong start with your hook! * When you are rebutting, you need to make sure that you are directly disproving what the other side said first! This means taking into account reasons, etc, and showing me why those can’t be true - instead of possible negative implications! * I understand what you mean about consequences; but could you tell me what the consequences are likely to be and why these consequences are likely to be quite strong? * Good response to the POI! * Even if bullies do get into rehabilitation to avoid punishment, wouldn’t there still be the benefit of them getting more information for why their actions aren’t that great anyway? * Try to make sure that you are telling me how and why your arguments are likely to happen; there seems to be a bit too much jumping around in this speech. Stay structured!   Speaking time: 06:36.76, good work! | | | | | | |