| **Student Name:** Isabella |
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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! * Very good identification and summary in rebuttals! Try to make sure that you are directly proving why their argument is untrue first before going into observations of what the other side does/does not do well. * Good explanations for why people may not be able to participate well in the process of rehabilitation; try to make sure that you tell me why punishments are still effective in helping these problematic kids understand why what they have done is wrong? * You have a great flow and speaking pace! Good control of the room as well. * Good argument selection of deterrence; why can’t rehabilitation achieve the same? * Good focus and angle on cost; this is a really smart argument. That said, it is dangerous. If it’s true that rehabilitation takes a lot of money, isn’t it fair to assume then the cheaper option may not have as much going on for it?   Speaking time: 05:59.10, good work! | | | | | | |