| **Student Name:** Shawn |
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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 start! Try to make sure that you have a hook that is an observation of the other side first; this is a lot more impactful usually! * I understand what you mean when you suggest that people are immature and need a second chance; but are we really punishing them so harshly to the point where they can’t recover from it? * I think the most crucial aspect of the other side’s case is to respond to the idea of how rehabilitation is not effective; I’m not so sure if it is strategic to talk about how these kids are immature in light of that. * Try to make sure that you’re explaining how things are happening; how exactly is the rehabilitation going to work and or attract the buy-in of the problematic students? * Try to make sure that you’re explaining just how big of an impact you’re making here; you’re suggesting that there is going to be no improvements in terms of peoples ability to grow, etc. What does this do? Do these kids become a lot more aggressive, etc?   Speaking time: 05:43.02, good work! | | | | | | |