| **Student Name:** Andrew Man |
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| **Motion:** This house would prohibit elected officials from pursuing defamation lawsuits against media organisations |
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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 |
| Competition Score: | 70 | | | | | |
| 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 child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 7 minutes’ long.]  **Hook**   * Saying your stance with “I think” at the start is not a replacement for your hook! * We need to have a proper hook for the debate, that should give direction towards your important/strategic points in the speech!   **Setup**   * - This was well done! Good flagposting of what your speech will include! * You could talk about here what sort of officials this debate applies the most to, or which area this debate is most applicable in!   **Argument 1**   * You could talk more about why “resource allocation” matters here! * Your example of Trump suing NYT is good; but we need to structurally explain what that means! * You could talk more about how public support gets skewed, and why the conversation around politic changes for the worse! * You could explain here, why elected officials have other tools to address defamation, such as public support, press briefings, and so on to clarify accusations against them!   **Argument 2**   * Do not end the argument with “oh I am repeating the first argument, ok now to wrap up”. Even if you had some redundancy, you want to frame it as a properly concluded argument in your speech as opposed to sounding even more confused! * That being said, your realisation is correct indeed. You did repeat the same argument! In prep time, we want to be more careful with our speech writing to avoid this from happening!   **Style**   * Don’t say “I hope this is correct,” argue with confidence! * Your initial speech tone was very low and with little energy. We want to have the entirety of the speech with high energy! * You had good tonal variation today at the later part of the speech, this is good! * We need to get some hand gestures in! This makes speeches a lot more engaging!   **Structure**   * I am unclear when you moved from one argument to the other! The transition was not clear! * Try to give explicit labelling of your arguments so that your speech becomes easier to follow!   Please take and offer POIs!  *Speaking time: 6.27!* | | | | | | |