| **Student Name:** Aaron |
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| **Motion:** This house supports a world where our chosen families (e.g., close friends.) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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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:**   * Good work for trying to have a hook today! I think the delivery of it was unclear though; you gotta make sure that you are clearly pronouncing your words and or raising your voice! * Try not to be too reliant on your written speech; I think that a big problem in your speech was the fact that you seemed to be reading off the speech - try to avoid that! Just writing general concepts and diagrams versus word for word speeches is a good idea. * Good rebuttal that people won’t be good to you if you aren’t good to them; you could actually point out that a lot of the things the previous speaker talked about wasn’t very realistic; because seeing someone as just as important does not mean that we give them everything! * Try to expand your arguments - think of your impacts, etc. Use CREI to structure and build your arguments!   Speaking time: 03:59.89, let’s aim for 5! | | | | | | |