| **Student Name:** Aaron |
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| **Motion:** TH opposes the rise of Philantro-tainment |
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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 energy and start the beginning! Try to not lose track of what you are saying though; long pauses can be awkward. * Try to slow down ever so slightly; at times, you are speaking a lot quicker when you are in between your sentences. This might end up leaving the judge behind. * Good signposting! * When you’re giving examples in your set-up, try to not use the examples that are already present and in the infoslide. * Try to also make sure that you talk about why or how specifically that philatro-tainment can be harmful. * Try to make sure that your claim is clear; I was not quite sure of what was the main focus of the first argument after the set-up. (That the influencers have a lot of content and or that they are making a bomb shelter/ which title is more interesting.) * I think you would benefit from taking a few seconds to really go through your speech before you start speaking; at times I feel as though you might be slightly unsure of where you are heading next. * I think that you want to make sure to do active signposting even within your argumentation; this means, telling us where your reasonings and impacts begin for example would already make the speech much clearer. * Ultimately I was not very sure of what impact this argument had; try to make sure to link this back to the people being used in the content. * Try to make sure that you are maintaining the volume and assertiveness that you had at the beginning of your speech.   Speaking time: 05:21.32, good work! |
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