| **Student Name:** **Alison Li** |
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| **Motion:** **THW allow the use of performance enhancing drugs in sports.** |
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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 2 to 4 minutes’ long!]   * Nice hook! Amazing stuff. * Good signposting! * Rebuttals   + Legalizing makes it easier and safer. Fair enough that people probably won’t declare this, but isn’t it likely for people to be more willing to do so if there isn’t a punishment? You have to deal with likelihoods; maybe the argument could be a higher likelihood isn’t really the best approach. * Fair enough that the playing level isn’t really leveled. You have to do a comparison to the SQ though. Why is the SQ more fair? * Be pre-emptive. What about the problems associated with not having PEDs? Is there maybe a way to make it safe? * I kike the tone and vibe of your argument today. Keep this up! * Why is the societal pressure likely to happen and or be so strong that people will feel pressure? * Lastly, be structured! Try to signpost within your argument, e.g., My claim is X, my reasons are X, Y, Z, my impact is X, Y, Z, etc. | | | | | | |