| **Student Name:** **Alison Li** |
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| **Motion:**  **THW ban violent 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!]   * Solid hook! Really nicely done. * Remember to do some signposting before you move into your set-up! (E.g., I’m gonna do x, y, z.) To be fair you did do this, not sure why definitions came before this. * You also don’t need to state a rebuttal IF you agree with what the other side is saying.   Rebuttal   * Fair that it’s common knowledge that sports have injuries - i think perhaps you want to start by mitigating how bad the danger is. For example, are there safety procedures, protective gear, etc? You don’t want to automatically assume that they are right. * Rebuttal about normal sports was not effective; the first speaker was quite clear in saying that its the fact that the violence is the point that makes it terrible. Maybe if you start by talking about the latter part of your speech (E.g., there is risk and it happens too.) that might be a bit more effective to draw a parallel. * Passion; not sure what this does to the arguments of the 1st Prop. Try not to talk about vague stuff like its a disaster, etc. Gotta give me the impact! * You wanna make the transition between your rebuttal and argument a bit more clear - I wasn’t too sure if you left your rebuttals or not.   1st: Passion   * I understand that some people can be very passionate; but why does passion matter the most? Is it the case that people are like, not happy at all in life and thus this is the one thing that makes them happy? You can set this up for me. * I think you want to get into the juicy and most contentious part of the debate first; which is can people really consent to this? They can because;   + People know their limits   + People understand the pain   + People understand that they could die because other people have died   + They understand that they could be super injured because they have seen it before * I think the argument about jobs was underdeveloped. Could have gone a lot further! * Not sure about the poverty thing; can someone super poor really go all the way to the top of UFC, etc?   **Speaking: 7:25.45, good work! You have come a long way since I first saw you in class. Keep it up!** | | | | | | |