| **Student Name:** Alison Li |
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| **Motion:** TH, as the animal rights movement, would aggressively shame non-vegetarians. |
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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 5 minutes long!]   * Nice hook! You wanna slow down though, the speech flow felt a bit choppy.   Definitions   * Make people feel bad about their actions; Try to describe and illustrate what this is and what this looks like. The reason for this is because you are leaving space open for your opponents to go against you and give you worse burdens to defend if you don’t do it.   Incentive   * To protect animals. Fair enough.   Argument 1: Animal Suffering + Change   * Good illustrations of how animals suffer; but you gotta remember that the most important thing here is the idea that this can be prevented if we employ this shaming. I understand the logic of wanting to show that this is a moral thing, but it isn’t as important as creating a pathway to success, as the pathway to success is the reason for why I either take the principle seriously or not. * Feel bad about themselves; how do they feel bad about themselves and how does their behaviour change? You **must** layer this part with multiple reasons for why the argument is true. This is especially true since this is the most important premise! * Don’t switch up the response to the POI! It’s supposed to be that they are perceived to be good. Remember to take into account the real world context when speaking about an actor.   Speaking time: 04:39.80, good work! Let's aim for 5 next week. | | | | | | |