| **Student Name:** Alison Li |
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| **Motion:** This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for a ban on animal consumption |
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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!]   * Don’t repeat the motion! Give me a hook. * For the rebuttal on the cost being high, you can also argue that their policy is more likely to increase the costs associated with purchasing meat. Flip the argument! * I would like to see you employ a contrast of tones - meaning that I want you to have different emotions. Etc throughout your speech! * Don’t get caught up with the irrelevant aspects of the debate - the main debate is about the animal advocacy movement and what is good for them. You probably should reframe and explain why their argument is pretty irrelevant in that context. * Remember; you gotta deal with the incentives and motivations of the animal advocacy group - why would the animal advocacy group not have the power to get regulation going and or care very much about people getting black market meat? * Wouldn’t the blackmarket technically reduce the number of animals being eaten - thus being a victory for the opposition? * The argument on black market treatment being worse is okay overall, but you need to link this back with the incentive of the animal advocacy group. * I think your pacing is a bit too quick - you might wanna slow down a little bit. * Nice example re:Pond electrocution.   Speaking time: 05:26.39 | | | | | | |