| **Student Name:** Alison Li |
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| **Motion:** This house would ban the use of animals in sports and entertainment |
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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!]  I like the focal point of the hook, but let’s try to start the hook with something other than “Imagine if…” That’s a little too cliche!  When we are rebutting, don’t stop too early by just asking a suggestive question. Actively answer the question yourself and focus on the worst case scenario.  Nice job flipping their argument by saying that animal abuse actively goes underground!   * However, how likely is this scenario? Why would they risk having their entire activities seized by law enforcement? Is the demand so large for the illegal use of animals in sports and entertainment?   + Here, we can also be comparative and actively defend the Opposition's model of regulations being better off.     - We eventually did it later on, this would’ve been the best time to analyse the comparative.   We should actively rebut Proposition’s argument on the incentives of entertainment agencies to mistreat animals.   * We can explain that they have incentives to treat animals well because these animals would not be able to perform well if they are being actively abused.   Excellent job following the argument structure of Claim - Reasoning - Example - Impact today, keep applying yourself this way!  Good job focusing on the reasoning on teaching people to love animals, but we’re missing the true expansion of the impact analysis, which is what is the true importance of teaching people about animal conservation?   * We need to explain the importance of protecting the ecosystem here, this would be the final stage of the impact analysis.   I appreciate all of the reasoning on the importance of using animals in sports and entertainment towards towing this.   * We can be comparative here and explain why this is the ONLY EFFECTIVE way towards doing this. Why can’t learning about it from books be just as effective in delivering this specific outcome.   Be mindful that the impact on moral compassion towards animals is precisely the same impact analysis that Proposition gave, and this also fuels their justification of a complete ban.   * Can the Opposition claim the same when you are actively using them for human gain?   Nice conclusion!  Good job offering POIs today!  7.21 - Nice timing, keep it up! | | | | | | |