| **Student Name:** **Chloe Shum** |
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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!]   * For hooks, make sure you avoid repeating the motion. Try to give me something that is emotional or encapsulates your case well! * Nice argument regarding risk prevention. This really made a lot more explaining though! For example, why are people currently using it covertly? What is the risk here? Is it the case that athletes don’t go to a hospital if something goes wrong? * Be pre-emptive. What about the problems associated with PED’s? Try to think in terms of how this impacts people in terms of mental health, self-esteem, etc. Health is especially something that must be considered! Why can people make this choice for themselves? * Remember to rebuild and defend your first speaker! The First Opp was talking about how the argument of unfairness and how you guys make it worse. How does this help? * The argument of anxiety might not be the best. The reason is because, this applies to you anyway - Even if you have PEDs, you still will feel shame if you lose! * 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.   **Speaking time: 4 minutes, well done!** | | | | | | |