| **Student Name:** **Chloe Shum** |
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| **Motion:** **THW not allow for professional sports clubs to contract minors (under 18s) to their teams.** |
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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 content afterwards. * Why is it true that most athletes are likely to be injured? Try to give me some analysis here to show me how likely it is for you to be harmed and injured. * Fair enough that they have no direction post retirement. But why is it the case that they won’t have financial stability? * Try to give me more hand gestures and change up your tone! * What kind of skills do you want these athletes to have instead? Try to explain this to me with a good breakdown. * Good arguments overall; but can you give me multiple reasons for why the things you say are true? * 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: 2:24.81, let’s aim for 3 minutes next week!** | | | | | | |