| **Student Name:** Chloe Shum |
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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!]  Nice hook today! You had a good focal point on the problem statement with a nice segue into the motion and set-up.   * Nice job signposting as well, keep it up!   As the first speaker, we should also do some type of set-up.   * Define what it means to ban the use of animals in sports and entertainment. * What punishment will you impose if the ban is violated?   Good claim on animal abuse!   * Remember to signpost your levels of reasoning.   + Strong initial reasoning on potential abuse, tell me the incentives of these circuses and entertainment agencies.   + I appreciate the example.   + Take the reasoning one step further and explain why profits often do not align with the good treatment of animals. * There’s strong initial rhetoric on the moral capacity of humans, but the focal point ought to be the severity of the suffering that animals are suffering from. * We forgot the analysis explaining why this problem will not fix itself, thus the ban is the only way forward.   In the second argument, excellent use of illustration of race dogs being mistreated, and being thrown away the moment they no longer serve the purpose of profit.   * We signposted very well for this argument. * However, all of the analysis strongly overlaps with the first argument!   + The impacting is also almost exactly the same, with the main addition being the new example, so remember to differentiate our contributions.   We can definitely do a better job of clearly signposting the structure of Claim - Reasoning - Example - Impact, this will improve any analytical gaps we have in our speech and make it easy for the judges to track your speech.  Please offer more POIs today!  5.38 - Well done, keep it up! | | | | | | |