| **Student Name:** Chloe Shum |
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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 between 2 to 4 minutes’ long!]   * Nice hook! * I think your pacing is a bit too quick - you might wanna slow down and give me some emphasis at the end of your sentences. * Good signposting! Don’t worry about telling me what your partners will say, since all of them will get the chance to signpost for themselves as well. * I understand the logic behind proving the power of the group to convince people of humane treatment - but you can also consider the flip side (Which is that, the animal rights movement does not have the power to convince people to abandon eating meat altogether.) * Remember, you need to give me an illustration of what exactly your policy looks like - what does humane treatment look like? * Argument: Black market.   + Interesting argument overall! I think you first need to link this to the animal advocacy group - which is that they have the incentive to make sure that at the very least, we want to make sure animals are not being tortured/harmed badly.   + You should also focus on explaining why the black market can exist - why is it difficult to control the black market, why is it likely to be prominent?   + Good argument re: the cultural aspect of eating meat and thus why people wanna keep eating meat.   + Practices that ensure that animals are treated with dignity - Need the answer the 4 questions: who, how, when, what.   Speaking time: 05:38.49, nicely done! | | | | | | |