| **Student Name:** **Connor Chung** |
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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:**   * The opening line could have been a lot more impactful! Try to make it so that it reflects your main case line. * Nice signposting! * Definitions   + Are there any types of PED’s you wouldn’t allow? Remember that definitions are important!   + Where’s your model? You gotta explain what you’re going to allow/how you’re going to allow it and why! * Pretty short speech this time around. You can really expand on your arguments by giving the judge multiple reasons and context behind your arguments. For example if you’re talking about unfairness, you gotta tell me how exactly this unfairness happens.   + This unfairness relates to instances like for example, genetic makeup, cultural background, etc.   + How exactly does your policy resolve this unfairness? Why is this the best way to resolve this unfairness?   + Try to predict what your opponents will say; why is this the least harmful way to do things? | | | | | | |