| **Student Name:** Connor Chung |
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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:**   * Thanks for having a hook! Good work, but I think you definitely should have slowed down here. Tell me more about the peculiarity! * Nice signposting; you don’t need to tell me what your partner will say, they will do it themselves! * For the rebuttal to Chloe, I think you also needed to respond to the argument about the black market and etc. Also, your argument (demand for meat has increased) proves what Chloe was talking about! * Not so sure what the whole thing about space and etc was about. I think you need to make sure you get to the point a lot quicker - because I feel like I could get some implications of why this might be a bad idea, but it wasn’t really proven by you! Don’t spend too much time on this. * You gotta be pre-emptive and predict what is going to be said after your speech! * Remember this is an actor motion! You need to go through the incentives and capabilities of the movement and link this position with it. * You also want to make sure to explain why you will be successful in convincing people to adopt your mindset?   Speaking time: 04:53.91, nice! | | | | | | |