| **Student Name:** Connor Chung |
| --- |

| **Motion:** TH supports academic streaming and tracking in schools. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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!]  Speaking time: 04:14.04, good work! I can tell you really tried today. Let’s aim for 5 minutes next time if you can!   * Good work for having a hook - but i think you gotta make sure that you are actively incorporating a good emotional tone. A bit too dead vibes right now! * Good signposting! * Rebuttals   + Before you cite an example, you need to respond with logic - this means, giving me one to two key reasons for why the argument is true before you give me grounding!   + I think you need to focus on calling out the other side more; this means, calling out that they are not as clear in terms of their impacts, etc. * Argument   + You should start this argument with pure logic first - this means, making sure that you are layering your argument with all the reasons for why the argument is true and valuable. After that, you can go ahead and provide examples and grounding!   + Good work for following the structure; impacting was a good one, but don’t forget you can go ahead and give me a ton of details here too!   + You have to look at this from a sales person perspective; this means telling me all the reasons for why everything is absolutely awful re: bullying and how this affects these students, etc.   + Good explanation for why the alternative will work though!   + I think you can actually spend the rest of the speech talking about the alternative; the alternative of randomly assigning students to classes is actually a separate argument, meaning that you can go through all the layers of truth, reasoning, etc, to prove that your side is better! | | | | | | |