| **Student Name:** Connor Chung |
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| **Motion:** THW replace standardised testing with holistic learning |
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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! I think you could give me a bit more information on the not so great angle of creativity; is it because creative jobs are not so great and or employing people? * I think you’re using a lot of jargon in this speech; you want to avoid that. Make sure that you’re explaining everything! (E.g., learning outcomes,) * Try to make sure that your rebuttals and tracking is more accurate! I felt that you didn’t quite respond to Natalie. The aspects that were needed for a response was a response against the idea of building soft skills. * Try to give me the base defense for the academic testing first; this could look like figuring out differences between students, etc.   Speaking time: 03:50.19, let’s aim for 5 minutes nexxt time! | | | | | | |