| **Student Name:** Connor Chung |
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| **Motion:** This house supports a world where our chosen families (e.g., close friends.) are seen to be as important as our blood family (e.g., parents, siblings, etc.) |
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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!]   * That was a really good hook Connor! * Definitions; fair enough on what they are. Try to make sure that you are giving me some illustrations for how this may work though - for example, would this look like including these people in family events, etc. * I think the tone of the speech became monotonous; throughout the speech, I think your best presentation was actually at the beginning - so you gotta make sure that your tone matches! * Try to be more specific with what your impacts are - for example, when you say that this is going to build community etc; what does that look like? What will that community do? * Try to make sure that you are moving your hand and giving me gestures; this helps to keep my attention! * I think you need to make sure that you are structuring your speech in the CREI format - you gotta do this! Refer to your past feedback for information.   Speaking time: 03:58.12, lets try to aim for a longer speaking time! | | | | | | |