| **Student Name:** Connor Chung |
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| **Motion:** This House supports regularly reviewing and reducing the number of friendships in your life. |
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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!]   * I appreciate the intonation that you had and made; but I think your hook would have really benefitted for a sadder/assertive tone! I think in general, I appreciate the content, it’s just that the content needs to be matched by the tone. * In general, if you’re in agreement with the speaker before you about the definitions, you can go ahead and say so! * I really appreciate the idea that treating friendships like a business might not be the best idea; but try to tell me why this is the case. Is it because the friendships become transactional? Transactional means that essentially, you are friends with someone purely for what they can give you. * When you’re talking about growth - what kind of growth are you talking about? Try to make sure that you are making this clear to me! * I’d like to see more process based analysis from you; this means, I want to see more explanation for how and why the things you’re talking about will happen. * Try to be more responsive! I felt like you promised me some rebuttals, but a lot of the main ideas from Nathan were still standing.   Speaking time: 06:05.93, good work! | | | | | | |