| **Student Name:** Sonja |
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| **Motion:** TH supports academic streaming and tracking in schools. |
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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:**  Speaking time: 05:10.89, good work! Try to aim for 6 minutes next time.   * I think your vibe going into the start of the speech could have been a lot stronger! You gotta make sure that you have a tone that isn’t too choppy. * Good clarity! Especially when it came to the set-up of people being set up etc. * Excellent signposting and pacing! * Try not to be vague with what is going to happen in each classroom (E.g., that people go to classes to go ahead and thrive) * I appreciate the NIH example, but remember you need to make sure to give me the logic first for why the argument is true. Your argument seems to be that this will guarantee good environments for students to learn and grow. You want to layer and make this work! * I think you should start small first; for example, you seem to be jumping from one stakeholder to another quite a bit (Weak to strong) it’s a lot more simpler to follow if you go from weak to strong students first, especially since the weaker students are pretty vulnerable! * Not enough reasoning in this speech - which is okay! You gotta make sure to give me more detailing is all. This will help you significantly. * What happened to the impacts and examples? * I think the biggest problem right now might be a preparation problem. You gotta make sure you are sticking to the preparation structure to a tee; this helps to make sure you aren’t underdeveloping any of your arguments! * Rebuttals   + Good summary of the other side   + You want to prove right here that the top students need to be a priority!   + You can actually be a lot more sassy and call out Connor for vagueness! Pointing out that your opponent did not provide enough explanation for why their arguments are true etc. | | | | | | |