| **Student Name:** Ashley Hui |
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| **Motion:** THBT the involvement of celebrities in politics has done more harm than good |
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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:**   * I think that when you are dealing with a strong speaker, you have to try to twist their words against them. This looks like using specific phrases, etc, in your hook so that you take some of that power away! * Good work for focusing on hardcore fans; you need to impact this. How many of these fans are there and why? How do they behave in political discussions? Are they consistently dissing people, etc? * Try to make sure that you are actively framing how the debate should be assesssed; for instance, should this debate be based on where information is the most legitimate? Should this debate be based on where people are the most effective? * You could actually really hit the opposition a lot harder; a lot of things being said were really convenient. It is not true that people can decipher what is and is not true - misinformation is super bad these days! You need to call the speaker out for this. * Next, you also need to make sure that you are telling me the mechanism of how things happen - for example, when you suggested that people perhaps are not likely to do things like verify information for themselves, etc - how does this happen + why does it happen? Make sure to explain this well!   Speaking time: 04:30.43, good work! Aim for 5 minutes in your next speech. | | | | | | |