| **Student Name:** Natalie Ng |
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| **Motion:** THW ban violent sports |
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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 between 2 to 4 minutes’ long! / No feedback on hand gestures or eye contact due to the speaker’s camera not working.]   * Don’t jump straight into your rebuttals! You gotta make sure that you are giving a hook and signposting before you get into your rebuttals. * Rebuttals   + Why allow it if it means that injuries happen? Good question! Answer it for me.   + You also want to target the other side’s arguments and make sure that you are responding directly! Stuff not responded to;     - Jobs     - Passion     - Safety   Argument: Risk =/= worth it   * I appreciate the sentiment and rhetoric you had here, but you need to make sure that you are telling me the key questions of why people cannot consent. * For the argument of children might follow the actions they see; you want to make sure that you are explaining the **WHY** of this argument. Give me more than just one reason! Is it maybe the case that children cannot tell the difference between fiction and reality?   **Speaking time: 4:20.16, good work! You have come a long way since you first started.** | | | | | | |