| **Student Name:** Natalie Ng |
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| **Motion:** THW require meat packaging to have graphic images of animal suffering |
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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!]   * Nice hook! I think it would be a much stronger start to the speech if you had a more assertive tone. Remember not to repeat the motion! Get straight into the debate. * You need to do a set-up first as a first speaker before moving into arguments! This means, telling me what kind of graphic images we are talking about, what it looks like, how it works, etc. * I think your speech would be much more compelling if you could illustrate things a bit more; this means, telling me what the real world application of the argument is. For example, what does considering the real world implications of meat consumption look like or do to the average person? * In debate, more is more - that means giving me more details, more examples, illustrations, etc - don’t be afraid to really walk me through the debate! * I like that you were numbering the reasons you were giving me that you had multiple reasons! * When you mention that public support will be on your side, you gotta prove this! This means, explaining to me why the public is likely to be on your side first! * Remember to follow this structure next time around!   + **CLAIM** - What are you gonna prove?   + **TRUTH** -   + Here’s where you can give me mechanistic analysis + general reasons for why something is true. Give me at least 5 reasons, number them and verbalise what number you are on!   + **IMPACT** -   WHAT GOOD OR BAD STUFF HAPPENS BECAUSE OF YOUR/YOUR OPPONENTS ARGUMENTS   * **EXAMPLES**   Speaking time: 03:40.67, let’s aim for 5 minutes next week! | | | | | | |