| **Student Name:** Natalie Ng |
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| **Motion:** This house would ban the use of animals in sports and entertainment |
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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!]  We should always start out with a clear and high-impact hook!   * Rather than just signpost your rebuttal, let’s signpost the entirety of our speech.   + We gave the introduction after the rebuttal, it should be the FIRST thing we say. Hook, signpost, rebuttal, then arguments is the correct speech structure.     - It was a clear and high impact contribution, well done.   While Opp is treating animals as a business tool, doesn’t it also mean they will be well cared for so that they can perform better at these forms of sports and entertainment.  We should also rebut Opposition’s argument on how human society can benefit from the use of animals, explain why humans do not have the right  Good claim, we just need to signpost the argument structure clearly!   * After being interrupted and given feedback to do so, you did a good job following the argument structure of Claim - Reasoning - Example - Impact today. But we kept forgetting to follow through with the structure.   + Excellent use of examples of the dolphins in Ocean Park. * This is good impact analysis as well, we just need to integrate the structure well.   + After explaining the excessive animal abuse, we need to analyse why humans ought to care that animals are being abused.   The second claim on this activity not being legal in some places is not an actual reason to also ban it here. Why must our country imitate the laws of other countries?   * When we explained that there are other alternatives, we should be defining these alternatives. Why are they much better off? * When we cited that these societies have better well-being, we’re not linking it to the lower use of animals in sports and entertainment.   + This should be the heart of the claim, rather than we should simply follow what other countries are doing since they have banned it. * We can definitely do a better job of clearly signposting the structure of Claim - Reasoning - Example - Impact in this argument, this will improve any analytical gaps we have in our speech and make it easy for the judges to track your speech.   Please offer more POIs today!  6.30 - Nice timing, keep it up! | | | | | | |