| **Student Name:** Natalie Ng |
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| **Motion:** THW make bullying a criminal offense |
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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 5-7 minutes long!]   * Nice start to the speech Natalie! * I think the pre-amble before your rebuttals was pretty good. Try to make it a little more pointed though! This could look like telling me what this means for the other side's case, etc. * For the first rebuttal, I think it would be a lot more effective if you told me why these rehabilitation centres will be effective! This will make it clear to the judge that you are proposing a good solution. This is where mechanisms come in! * For the argument, the angle about education was a bit non-exclusive. What this means, is that I think propositions could also educate people about bullying while punishing those who bully. So, why is your education better? * I understand where you are coming from when you said that bullies might end up on the streets; but this seems a little extreme! Try to focus more on things that are more tangible; for example, they miss school, which is likely to hurt their academics, hurt their social lives, etc. * Try to make sure that this is going to work! (Teaching empathy, etc) * Try to make sure that you are using different tones throughout your speech; right now, you’re a little monotonous! (This means, you sound the same throughout your speech.)   Speaking time: 05:54.69, good work! | | | | | | |