| **Student Name:** **Nathan Sun** |
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| **Motion:** **THW not allow for professional sports clubs to contract minors (under 18s) to their teams.** |
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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!]   * Where is the hook Nathan? Give me an opening line! * Rebuttals   + What if they get accepted though? If you’re saying it’s likely for them to be rejected, please explain how this is likely and will happen! Don’t do what if rebuttals.   + What are the huge consequences of not completing your studies and or education? Is it even true that they will give up their education? Tell me why this is true.   + For rebutting, you want to target the main assumption of the other side - not just the single lines of logic! This is much more effective.   Argument: Losing Skills   * What sort of mental problems are you talking about here? Why are they likely to be by themselves? Wouldn’t there be others? * Good argument overall though; you can also focus on other things too, like how this environment might be toxic, etc. How might that impact a child? * High expectations are likely (Good!) * Try to give me some signposting within your argument (E.g., this is my claim. I have 3 reasons for it, etc.)   Speaking time: 4:23.80, good work! Let’s aim for 5 next week. | | | | | | |