| **Student Name:** Nathan Sun. |
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| **Motion:** THBT the rise of fandoms has done more harm than good. |
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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!]   * Nice hook! * Good signposting! * You don’t have to tell me that the clash is what you thought of - just get straight into it! * Rebuttals   + Good call-out on the premise of Natalie’s speech! You gotta make sure that you are giving me multiple reasons for why a certain argument is more likely to be true. So in this case, you need to make sure to explain that people are more likely to be toxic than anything else.   + Why won’t it happen in the real world though? (Re: People coming together) * Think you want to focus on taking down overall cases and premises versus focusing on one hyper specific sentence of your opponents - this helps much more! * Good clash identification - you can make the labelling of it much more efficient! Make sure you’re explaining why the reasons you selected are the best.   Speaking time: 04:40.36, good! | | | | | | |