| **Student Name:** Nathan Sun |
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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:**   * Try to make sure that you are ready to start your speech when the judge calls you up; you gotta show signs of confidence and poise! * I think any hook that highlights that impact of bullying; such as through a personal story or example from real life. This would have been really powerful! * Good set-up in terms of what you wanted to prove; signposting was clear! * Remember that as a first speaker, you are tasked with creating a policy. The policy refers to how you will be going ahead with criminalising policy. For example, what type of criminal offense is this going to be? How serious will it be treated? You must answer these questions to avoid getting called out by the other side! * I like the way you were explaining the impacts of bullying; but remember that the law is also there to prevent bad behaviours and thoughts - so, you could have also spoken about how the government really must discourage the thought processes that make people feel that bullying is okay. These thought processes could be self superiority, narcissism, etc. * For your argument, I would like for you to signpost the CREI aspect of argumentation; so that it’s clear where you are in a speech! * Try to make sure that you sound more confident and assertive; you sounded quite uncertain about what you were proving today! * Try to give me more contrasts in your tone; this will help the judge to pay attention! * Remember to make sure to give me some details about how the police would treat these cases - they help as a mechanism!   Speaking time: 05:59.78, good work! | | | | | | |