| **Student Name:** Nathan Sun |
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| **Motion:** This House supports regularly reviewing and reducing the number of friendships in your life. |
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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:**   * Nice hook! Good intonation and pauses! * Good definitions. I think you could further say that this is probably going to involve reflections on how interactions make you feel, how the interactions happened, past treatments, etc. * Try to be predictive of what the other side may say; the other side may say that this type of policy and decisions might just result in you being lonely and having minimal connection with people. To answer this question, I think it’s important for you to tell me why specifically being lonely is better compared to having people that perhaps make you feel that way. * I think a problem in this speech is that I wasn’t very sure of the standard to which we would be using to get rid of or keep certain friends in our lives. I think you wanna be clearer about this! * I think you had a good flow today! Not too fast or slow. * I like the idea that friendships fall apart over time; but the question here is could this methodology actually help people save friendships that are falling apart perhaps? Think about it this way, if you are reviewing and monitoring your friendship - you would probably be able to identify signs of decline etc. The impact here is that at least you get to choose if you revive a friendship or not! * I like the idea that friends can and should help each other; but how does this decision help that? Try to make sure that you are telling me about how the outcomes you’re talking about will happen.   Speaking time: 08:21.17, good work! Keep an eye on the time for next time though. | | | | | | |