| **Student Name:** Nathan Sun |
| --- |

| **Motion:** THBT friendships should require strong obligations |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:**  We need a winning direction lead hook, and we also need a clear setup before jumping into arguments directly!  **Hook**   * It's good that you attempted to have one, and you characterised friendship. * However, it did not give a direction to the path to victory for the debate!   **Argument 1: Trust**   * I like the framing that friendships are like emotional havens! * I also like the point of insecurity in low effort friendships! * I need more comparative details here, why is high maintenance correlated with high trust?   **Argument 2: Lasting friendship**   * Maintenance means it is likely to stay more fresh is a good point! * I like the nuance of hard times, and I also like the nuance of regular check-ons! * I need more comparative details here, why is high maintenance correlated with longer lasting?   **Conclusion**   * You attempted to offer one, good! * We should emphasize here why what you have provided so far should be debate winning for you!   **Style**   * Good clarity in the speech! * We however need to have significant tonal variations! * We also need to show our hands more, and have more hand gestures to support our points as taught in the unit! * It is good that you had good and engaging facial expressions during your speech!   Speaking time: 5:58! |
| --- |