| **Student Name:** Chester Tam |
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| **Motion:** This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university |
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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 |
| Competition Score: | 71 | | | | | |
| 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 child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 6 minutes’ long.]  We need a hook to start with before diving right into your counter set-up!  On the set-up:   * Good illustrations on what these occupations could look like, don’t just stop at saying it COULD look like this, and say it WILL look like low-skilled, low-income jobs due to the lack of a college degree. * After clarifying they are talented, explain what are the things that this actor would value. * Aside from scholarships, explain the potential financial pathways for how this actor can financially afford going to college.   Try not to take a POI as soon as it is offered, wait for the right time.   * Good response that there is a wide spectrum of colleges available, and there are plenty of admission opportunities available.   We can improve our speech structure! The set-up, rebuttals and arguments all meld together.  On fully maximising one’s potential, tell me how smart these children are for context.   * Is this enough to overcome the structural advantages that other college students have over them? * It’s unclear what is the point of this argument:   + Are we trying to make the actor feel fully satisfied with the trajectory of their lives?   + Or are we saying that they ought to improve their socio-economic standing? * We finally stated that they will be very sad, why is this the most important consideration over stability?   On the things they learn in college:   * Can you provide context on what exactly are these higher order knowledge you can only learn in college?   + Give examples and illustrations. * Why is this MORE important than the skills they will learn in the workplace?   Good job offering POIs today!  6.28 - Watch for time! | | | | | | |