| **Student Name:** Isabella Chau |
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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.]  Good job isolating Prop’s benefits to those on the brink of losing survivability.   * Use some strategy to suggest that the motion itself argues that going to college is a viable choice, so it’s likely not going to be those completely destitute with no access to money for food.   Nice pushback on the financial viability of going to college.   * I appreciate the analysis that there is a wide spectrum of colleges available, and there are plenty of scholarship opportunities available for talented students.   + However, with the context of talented students, Prop has also pushed back and said that they are capable of finding proper occupations with a solid stream of income.     - Reinforce that the kind of high-skilled occupations that can alleviate their entire family from poverty can only be accessed with a college degree.   On their success in college, expand if their talent is enough to overcome the structural advantages that other college students have over them?  On doing well on behalf of their family, Prop also suggested that the immediate financial wellness of their family is their main priority. So we need to compare what is more immediately important to the well-being of their family!   * Can you provide context on what exactly are these higher order occupations that only Opp can unlock?   + Explain the scale of wealth required to remove the entire family from the poverty trap.   + The speaker before you suggested that entrepreneurship required no college degree and can also amass a lot of wealth! We need to explain that this would’ve also required a high amount of capital, so Prop cannot access this occupation on their side.   Good job offering POIs today!  5.38 - Try to reach 6 minutes! | | | | | | |