| **Student Name:** Isabella Chau |
| --- |

| **Motion:** During a national emergency, This house would censor information that would harm national security |
| --- |

| 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 |
| 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:**  [Speeches are five minutes long]  **Opening**   * Please lead with a clear hook! * You could give a direction to your speech here!   **Setup**   * You could take some time to clear up your stance before getting into rebuttals directly!   **Rebuttals**   * I am unclear what you mean by “genuine truth”, and why only your side has it!   **Clash 1**   * Good nuance on how sensational content goes viral without fact-checking and so on! * You could explain why that is bad, e.g., panic on the mass. Talk about why panic in turbulent times is bad! * You could also talk about why people are more irrational at times like that, and why that is a big concern as well!   **Strategy**   * Given your opposition denied your process of independent check-in-balance by the judiciary and so on could have been benefited by more structural analysis on how exactly that works! * This was important because all of your impacts are standing on this!   **Style**   * We need to have clearer pauses when we move from one point to the other! * Some tonal emotion would be useful, we want to soften our tone for example when talking about individual struggles in national emergency!   I appreciate that you had a clear conclusion!  Try to offer POIs too!  Speaking time: 5:22! |
| --- |