| **Student Name:** Celine Shi |
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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.]  Your second speaker’s speech is sounding more like the first speaker with the introduction of definitions!   * Add even more clarity as to what is the number one objective of this low-income actor.   Good job pushing back against this actor only having access to low-income jobs.   * I appreciate that they are talented, but the last speaker mentioned that these high-income jobs are locked out if you don’t have a college degree.   + So you have to illustrate what are high-income jobs which don’t require tertiary qualifications.   I appreciate the reinforcement of the financial burden of going to college!   * But it’s not an impossible choice, since Opp is obviously proposing that they can go to college via scholarships.   + Tell me why scholarships are actually inaccessible vs the middle class who have better opportunities.   + So expand what hardships they will have to suffer through if they pick the college path. Expand the student debt crisis and how this can be a lifelong destabilising amount that hurts them. * If you want them to go to college after, this would be conceding some of your points! What value would there still be in getting a degree once you have an established career?   On earning more money immediately, good use of context on wanting more income to survive.   * Expand the main priority of a talented student from a low-income family by using the context of wanting to alleviate the family burdens! * Can we compare why immediate wealth is more important than the kind of long-term wealth that will bring their family out of poverty?   + Characterise the living conditions of their family, and why they struggle from paycheck to paycheck.   We can improve our speech structure! The rebuttals and arguments all meld together.  We end up criticising colleges, which is undercut by your earlier point of wanting them to go to college after working.   * Most workplaces can also be quite rigid and don’t allow their employees a lot of creative freedom, what jobs do you foresee for them that gives them so much autonomy?   + Entrepreneurship also requires a massive amount of capital, how is this career pathway viable? * We need to compare the skills they would get in a workplace vs in college!   Try not to take a POI as soon as it is offered, wait for the right time.  Please offer more POIs!  6.19 - Good job today! | | | | | | |