| **Student Name:** Renee Yang |
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| **Motion:** During a national emergency, This house would censor information that would harm national security |
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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: | 72 | | | | | |
| 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**   * Good hook that information in key in crisis!   **Setup**   * You could take some time to clear up your stance before getting into rebuttals directly!   **Rebuttal 1**   * Good push that the comparative is almost a complete shut-down of information to be shared!   **Argument 1**   * I like how the government can skew the use of “security” for their own incentives * You could talk about what those skewing looks like, e.g. for governments own benefit! * Good use of the Snowden example here. Well done! * I like the electoral incentive nuance too. Talk about why this means they would want to hide their failures as opposed to addressing them because in the short-term that helps to get elected!   **Argument 2**   * I like the explanation of why transparency matters. * You could impact opp with this and paint a world without media transparency!   **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! |
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