| **Student Name:** Theo Lee |
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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: | 70 | | | | | |
| 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.]  A fine hook explaining alternative pathways beyond going to college, it would be even better if you can illustrate what are the good career pathways that you can get without a college degree.  As the first speaker, we need a set-up!   * Explain what kind of occupations we are looking at. * Clarify that it’s an actor debate. What is the goal of this actor? * What is the metric towards winning the debate?   Signpost all of your arguments! The label of the argument shouldn’t be a generic one such as “a wise decision.”  Good job expanding 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.   + 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.   On earning more money immediately:   * Can we explain why this is the main priority of a talented student from a low-income family?   + Use the context of wanting to alleviate the family burdens!   On the skills that you learn while working:   * It’s not clear why they’re completely unable to learn this in college, beyond a single line that “things are set up for you in college.”   + We can compare the skills they would get in a workplace vs in college! * Why is this the most valuable skill set they could learn?   + We have to contrast this with the knowledge they will earn while in college.   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?  Try not to take a POI as soon as it is offered, wait for the right time.  Good job offering POIs today!  5.22 - Good improvement, let’s aim for 6 minutes! | | | | | | |