| **Student Name:** Ethan |
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| **Motion:** This house believes that parents at all times should not lie to their children |
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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 |
| 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: Speeches are meant to be three minutes in length for today’s class.   * You want to avoid making your examples based on things as extreme as a child going to Hiroshima after a nuclear bomb exploded there. * You want to avoid vague impacts such as emotional damage. You want to explicitly explain what this means and how it happens. After that, you want to be able to explain how this may impact the relationship between a parent and a child. * Let’s not focus more on minor mechanistic details and let’s get into the heart of the argument as soon as possible. As a third speaker you should look to resolve clashes - not start new ones. * Nice illustration of a lot of contexts when lies can be useful but minimize very specific examples that are unlikely to happen in real world. * Nice work identifying the ideas from the other side. But we need more work on the rebuttals. Use multiple reasons to disprove their ideas. Utilize the emotional state of the child, the context of the lie and the relationship with the parents. * You also want to answer broader questions like how this helps or harms the parent-child relationship or children’s future. | | | | | | |