| **Student Name:** Isaiah |
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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.   * Nice improvement on your vocal projection. And you have started making your hook more emotive - that is good. * While the illustration of scenarios like adopted children can be powerful, also make an analysis about certain hard truths that every child is likely to face rather than just some specific children. Also let’s minimize some of the radical harms like PTSD. * Why is it likely for a child to be able to tell that a parent is lying? Your own characterisation makes this difficult to believe (i.e., that parents tell the truth a majority of times.) * What does emotional damage mean in this context? You also want to avoid arguing purely through the example of a parent saying “Hello, adopted child!” * Some harms proposed were far-fetched. It’s quite unlikely that all children are all so immature to the point where they cannot accept hard truths by their parents. Besides, can’t parents tell their children hard truths in a way that is gentle and sensitive? * Overall a much better speech than the last time. 3:40 | | | | | | |