| **Student Name:** Kayden |
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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 try to expand on the things you are bringing up in your speech. For example, how exactly would children react negatively? How exactly would this impact the relationship between parent and child? * Nice identification that children need opportunities to learn and that can come only from parents using lies to teach them things. But we need clarification here. Why are lies important for learning? * Try to show how dangerous, horrible or unfathomable truth can be especially to the kids. * While its a good weighing to show that safety comes first compared to children’s right to know the truth - explain how lies can protect the child. * You want to reference your previous speakers as much as possible and make explicit comparisons about these ideas.   2:00 | | | | | | |