| **Student Name:** Moses |
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| **Motion**: This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for the ban on animal consumption |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  The speech duration for today’s class is four minutes.   * We need a powerful hook - rather than just directly explaining the issue. * While responding rather than using imagine - explain exactly what happens. Also your conclusion is animals will still die - explain here why you won't be able to stop people consuming meat. * I think saying we will die without animal products is a bit of a big claim to make and difficult to prove. This would assume that vegetarians and vegans will die soon. Which is not true. * Nice explanation for the choices that humans should have and why they don’t like their choices getting questioned. But rather than making it an argument about human’s right to choice - you can make it about the reaction of the people when they have to stop.   3:04 | | | | | | |

| **Student Name: Selena** |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 |
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| 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:  The speech duration for today’s class is four minutes.   * Nice work on explaining that focusing on animal consumption is more effective at protecting them. * Let’s try to minimize the range of questions that we are asking - more answers and less questions. * Good work on using analogies to explain the extent of harms visited upon animals by human beings. * Good work on explaining that bankruptcy of companies like KFC and McDonalds is good for animals. * When you explain that we will have more attention towards the animal rights activists - you want to explain why that would be a positive attention. Also explain why this attention will support the further agenda for animal rights. * You tend to start another sentence after speaking just half of the earlier sentence. Let’s try to fix this. Also there are a lot of pauses in the single sentence - let’s try to minimize this. * Good use of vocal projection in your speech.   4:58 | | | | | | |

| **Student Name:** Rachel |
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| **Motion**: This house, as an animal advocacy group, would prioritise advocating for the humane treatment of animals instead of advocating for the ban on animal consumption |
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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 |
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| 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:  The speech duration for today’s class is four minutes.   * Start with a hook instead of repeating the motion. * Rather than saying that animal consumption doesn’t help animals - explain why it is a bad strategy as people won’t be willing to give up meat. * When you explain that challenging human choice to support * Try to explain each of your ideas for longer. * Good work on explaining how brands will be unhappy with the challenge * 1:25 | | | | | | |

| **Student Name:** Aliana |
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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 |
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| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:  The speech duration for today’s class is four minutes.   * Nice identification that animals will still die on the proposition’s side. * Good work on explaining the extent of animals that die to support consumption needs of humans. * You need a better response than saying companies will not be bankrupt when we ban meat. We need more options and alternatives. * We need to explain the value of animal life in absolute terms as well. * We have a lot of rhetorical questions in our speech - let’s try to ask fewer and answer them more robustly. * 2:25 | | | | | | |

| **Student Name:** Amanda |
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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 |
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| 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 |
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| Teacher comments:  The speech duration for today’s class is four minutes.   * Nice work on distinguishing that not all advocacy transforms into action. However, you need more work to prove why your style of advocacy is more strategic. * When you say animals will die anyway - you need to explain this in detail. Talk about how meat consumption is part of a culture and social life. Talk about how millions of food options are developed every day utilizing meat and everything else. * Nice work on explaining that the attention grabbed by stopping meat consumption is not a good attention. You need more explanation on this though. Explain where this social backlash comes from and why it is bad. * While the explanation of torture is fine - your assumption is they will die on either scenarios - explain exactly what you mean by this. * Let’s try to reduce the casual references to random examples less relevant to the topic like pigeons. These are tangents that can help you think but the analogy is too complex to connect to the issue at hand.   4:53 | | | | | | |