| **Student Name:** Torres Li |
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| **Motion:** This house regrets the media’s focus on the private lives of celebrities |
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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: | 68 | | | | | |
| 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 5 to 6 minutes’ long.]  The hook could be more impactful, Torres!   * Good job signposting the rest of your speech.   We shouldn’t rebut using just one-liners! It would be more effective if you integrated your short rebuttals into the clashes instead.  On the first clash:   * Why do celebrities deserve the right to privacy when the Opposition has pointed out that their actions will have impacts to the public? * When we are reinforcing that the celebrities are harmed, what is the severity of the harm? We cannot win by just asserting it. . We cannot move on too quickly after explaining that they will be harassed or scrutinised. Expand on it so I can feel its severity: * What will this do to their mental health? * What pressures will this create and how will this influence their personal decisions? * Will this force them to leave a job that they love because they cannot cope with the pressure?   On the second clash:   * A clash cannot be won be just repeating your assertion over and over again!   + The last speaker has rebutted the point of misinformation by saying that the media is required to do some fact checking!   + So we need to explain that this does not hold true for tabloid media.     - They can simply throw the terms “alleged” and they get away with reporting gossip.   + Why do regulations against the media fail consistently?   What happened to your second speaker’s argument about celebrities losing the ability to control their private lives?  We need to rebut their point about the celebrities benefitting from public fame and support!   * Explain that they are artists who want to share their talent, they didn’t consent to public fame or losing their privacy. * Create a comparative that will encourage celebrities to focus on their talents instead!   Please offer more POIs today!  3.18 - It’s too short, Torres! | | | | | | |