| **Student Name:** Davian |
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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 3-4 minutes in length for today’s class.   * Don’t say “I will give definitions” - just do the definitions. * When you say that kids are likely to figure out something is a lie as they grow up - explain why they are likely to figure this out. Once they figure it out, why are they also likely to hate their parents? * A nice alternative offered by suggesting that children will rely on other sources for the information. You want to explain what those sources are and why they are bad. * You project your voice well and have a good volume. I appreciated the personal story you incorporated into your speech. * When dealing with a short speech time, you might want to ensure you get to the point and/or argumentation quicker. Setup is important, but the arguments are the most important parts of your speech. * You also want to be clear about what you are defending. What situations are we talking about where parents would lie to their parents? * Your speech could be more specific. What is a wrong decision made by the children? 4:16 | | | | | | |