| **Student Name:** Anders |
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| **Motion:** THW ban all forms of violent content in popular culture. (Games, movies, etc.) |
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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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are between 3-5minutes’ long!]   * I think you are a very clear speaker - I do think you can afford to go ever so slightly faster though! * Try to give me a tone that is assertive and confident; you need to sound passionate! * I think you have a great process analysis for how people become desensitised; that said though, I think you are assuming some things. For example, you are assuming that people view real life violence the same as digital or online violence - is this really true? Why so? * Great signposting and structure! * I think there is more you can say for why people could perhaps see violence as okay; perhaps it could be the case that people see the violence as being justified or necessary in some cases? * I think the argument of bringing violence to real life needs a bit more work - there's quite a bit of a barrier for people committing violence in real life because there are consequences!   Speaking time: 05:16.82, good work! | | | | | | |

| **Student Name:** Jacky |
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| **Motion:** THW ban all forms of violent content in popular culture. (Games, movies, etc.) |
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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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are between 3-5minutes’ long!]  Speaking time: 02:41.28, good work!   * Try to make sure that you have a hook or opening line before you start your speech! This really adds to the attention grabbing aspect of your speech. * Put the paper down and look at me! You gotta engage with your judge. Don’t be nervous, the judge is just a person! * I understand the argument about having less entertainment; could you tell me why this entertainment is super important? What kind of mental health problems come about because of this? This may seem a bit extreme. * WW II - Good example! Tell me specifically why we need to see the violence; is it because we need to understand just how bad it was? * Try to make sure that you are speaking with a tone that's more assertive! I think you have great potential. | | | | | | |

| **Student Name:** Marcus |
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| **Motion:** THW ban all forms of violent content in popular culture. (Games, movies, etc.) |
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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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are between 3-5minutes’ long!]   * Good hook! Think you could go a little bit slower - at times I struggled to catch what you were saying! * For the rebuttal, I appreciated that you were trying to flip the other side's argument, but I think you gotta make sure that this is actually proven to be true! (E.g., violent video games cause depression.) * For your arguments, you gotta make sure that you are structuring it in the CREI formula - and when you are using the formula, make sure you are being as detailed as possible! Tell me about all the things that could happen in your world.   Speaking time: 02:45.34, lets aim for 3 minutes next time! | | | | | | |

| **Student Name:** Sophia |
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| **Motion:** THW ban all forms of violent content in popular culture. (Games, movies, etc.) |
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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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are between 3-5minutes’ long!]   * Good hook! Try to make sure your tone is loud without needing to be prompted to do so. * Good signposting! I do think that you can pick up your pace and speak over so slightly louder! * I think there was a really good argument opportunity when you were talking about underground violence and content! Be sure to tell me why this is worse; is it because the violence could be uncontrolled, etc? * Good response re: real life violence having consequences! You can also point out that most of the propositions case applies to the most extreme scenarios; which seems like it would happen anyway. (E.g., that mentally ill people who consume the content and become violent.) * I think that you are swallowing your words at certain points - make sure to speak as clearly and as loudly as you can! * Don’t get distracted by the other side’s reactions to your arguments! Your opponents are meant to react as though you are saying ridiculous things anyway. * Why is this the best form of stress relief?   Speaking time: 06:51.14, good work! | | | | | | |

| **Student Name:** Lucas |
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| **Motion:** THW ban all forms of violent content in popular culture. (Games, movies, etc.) |
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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 |
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| **Teacher comments:**  [NOTE: Today’s speeches are between 3-5minutes’ long!]   * When starting your speech, you wanna make sure that you are being as loud as possible! It helps with your perceptions. * I think the other side had quite a lot to say about why people won’t just end up becoming violent; you need to push back against that! You need to make sure that you are actively weighing against this! * I think you need to add way more details in your speech - things like multiple reasons for why the argument is true, etc, is super welcome and necessary! * Try to also make sure that you are comparing the two cases - e.g., why do you think that your side is overall more true and impactful?   Speaking time: 02:29.56, lets aim for 3 next time! | | | | | | |

| **Student Name:** Ellie |
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| **Motion:** THW ban all forms of violent content in popular culture. (Games, movies, etc.) |
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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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are between 3-5minutes’ long!]   * Nice hook! Good handgestures, and I like your tone. * Good signposting! * Good clash identification; I think you wanna make sure to tell me why your side's contribution here was highly critical and important! (E.g., you suggested that parents, not game developers are at fault. That said, there is still a risk of a child ending up witnessing this content. Why is that worth it?) * In addition to the above, you could talk about how regulations today work - for example, people who are underaged and try to buy a mature rated game will get turned away, etc. * I think the proposition has a point when they suggest that you can learn without the violence, so what is the unique benefit of the violence? Why is it necessary for us to witness this violence? Is it to understand the depth of how bad things were?   Speaking time: 05:28.04, good work! | | | | | | |

| **Student Name:** Ethan |
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| **Motion:** THW ban all forms of violent content in popular culture. (Games, movies, etc.) |
| --- |

| 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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are between 3-5minutes’ long!]   * Nice hook! Try not to get lost in it though! * Good rebuttal identification; if someone has not proven something yet, go ahead and explain why their claim cannot be true! It helps to attack what is not present. * I think you gotta go ahead and give me more process analysis - for instance, what is the process for someone to become violent, from the point where they first interact with a violent movie to the point where they commit violence? * I think people committing violence is a bit of a stretch - you need to make it look plausible! This means, people slowly lose the stigma against violence because of how people view violence; e.g., that it can be justified, etc. * Fair response to the violence getting worse since the other side views it as alright! * Try to let your opponent finish their POI before cutting them off - you never know what a speaker might have been hinting at! * Good clash identification; make sure that you tell me why the reasons you have provided me are much more valuable!   Speaking time: 06:20.89, good work! | | | | | | |