| **Student Name:** Chanel Lee |
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| **Motion:** This house believes that children's media should exclusively feature happy endings. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student offered a point of information. | **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:**  [Speech today is aimed at 4 to 5 minutes!]  **Opening**   * The content of your hook was good, but it did not come across strongly! * We need to have a better grip of our hook, we should be able to deliver with more confidence!   **Setup**   * I appreciate that you had a clear signposting!   **Argument I**   * I like your point that the average child gets affected by sad stories! * Good analysis that not all children want a happy ending!   **Argument 2**   * You could also talk about the educational bit of sad ending movies as well!   **Strategic comment**   * You could focus on the fact that you can also have a happy ending! The difference is that not “all” has to have a happy ending! * This would help you place your burden on your opponent!   **Style**   * We need to speak with more volume! * We need to have more eye-contact! * Hand gestures must increase!   **Speaking time:** 3:00 – Let’s try to do more, I know you can do it! |
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| **Student Name:** Marcel Tsim |
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| **Motion:** This house believes that children's media should exclusively feature happy endings. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student offered a point of information. | **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:**  [Speech today is aimed at 4 to 5 minutes!]  **Opening**   * Interesting and strong beginning! I like the analysis very much!   **Setup**   * Good flagposting!   **Argument 1**   * Good analysis that children can be affected negatively. * You needed to explain here why it is that children are more malleable, and therefore why exclusively children would not deal with emotions like this.   **Argument 2**   * I like the nuance of how this can affect children long-term. * Good use of the example of books such as Fault in Our Stars! * When you say children   **Strategic comment**   * Your burden is to prove “all” media for children have a happy ending, not why generally happy ending media is good!   **Style**   * Our eye-contact has improved really well! * Our hand gestures need to improve, we can comfortably move them around for increasing our speech to appear more engaged!   **Speaking time:** 5:22 – Well done! |
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