| **Student Name:** Sonja |
| --- |

| **Motion:** THW ban violent games |
| --- |

| 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:  Speaking time: 06:56.73, good work!   * Nice hook! I get that it was funny, but you really have to avoid laughing at your own jokes! * I appreciate the focus on children; but this seems quite convenient - aren’t children already precluded from playing violent video games? * Following the children's feedback from above; why aren’t the current restrictions enough? Isn’t it quite likely for parents to end up preventing children from accessing this? * The games you are talking about sound very extreme - yes, there are indeed some very violent video games out there; but are they the norm? * I think the argument about people killing each other is fair; but the problem is that I think there is much that needs to be proven before you get there. For instance, could it be that they learn about how to kill/handle weapons effectively from a video game? Do these games make someone less sensitive to the horrors of violence overall? * Don’t take three POIs!! * Nice best and worst case weighing Sonja! Good work. | | | | | | |

| **Student Name:** Aria |
| --- |

| **Motion:** THW ban violent video games |
| --- |

| 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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 05:53.16, nice job!   * Nice hook! I appreciated the example of Call of Duty World at War. * I think your energy could have been a lot higher - I think you need to make sure that you have a sharp and assertive tone throughout your speech! * Adults; I get the response you have here which is that people should not play games that they are too young to play. You need to explain why this rating system is effective! For example, are people younger than the age rating not allowed to purchase the games, etc. * I think you are giving a lot of credit to gamers. Are you really sure that people play these games and come away with the types of reflections that you were saying they would have? E.g., that people would understand the horrors of war, etc. * Following the above; you could explain that game developers try to be dramatic, they incorporate things that are pretty heavy and can make it emotional. * Good best worst case analysis! I appreciated how detailed you were here. | | | | | | |

| **Student Name:** Amber |
| --- |

| **Motion:** THW ban violent video games. |
| --- |

| 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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 06:49.38, good work!   * I appreciate that you had a hook; but I think the hook was more about video game addicition and living in a fantasy world compared to violent video games! * You should go further to explain as to why it's likely for people to be able to get away with watching and or playing these violent video games - is it because parents are too busy, and or people don’t care enough to enforce these laws? * I think you can go further for the violence is the answer point; you can go further to suggest that people actually end up becoming desensitised to violence - meaning that they are not bothered by violence and blood anymore! What's the harm of this? * I think you want to impact your argument further; for now, at best, I believe that someone might perhaps hit someone. But, I think you can explain that this is really bad - it's something that people can’t recover from. They go to prison, etc, for violent acts. * Good best case worst case analysis! | | | | | | |

| **Student Name:** Tania |
| --- |

| **Motion:** THW ban violent video games |
| --- |

| 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:  Speaking time: 07:30.87, nicely done!   * I think you could have given me a hook that was more artful and tasteful! Try to match the energy brought by the previous speakers. * Good rebuttal; I like the distance you were able to paint between video games and people committing crimes! * For the part about people watching things they shouldn’t do; you may want to proceed to explain why the vast majority of people don’t manage to escape regulations because shopkeepers, etc, won’t sell these products to you if you are underaged. This means that the impact is pretty small! * I like the argument you were able to give for why people are not motivated to commit violence via video games; you can go further by saying that people know what is and isn’t right, and people are fearful of the consequences of being violent in real life! * I think you need to make sure that you are at least explaining the value of violent video games; what are they good for? Why should I respect the right of people to access it if it comes with so many harms? * Excellent hand gestures and eye contact! I also like the reasonableness you had in this speech. * I like the art angle! Tell me why the right to enjoy art is something that the state or government can never interfere with. * Good best case/worst case scenario! | | | | | | |