| **Student Name:** Jacky |
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| **Motion:** THBT the involvement of celebrities in politics has done more harm than good |
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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:   * You gotta make sure that you are starting on a strong note! Give me a strong hook. * You might wanna start by really explaining and detailing what the problem is and why it is happening; for example, in this situation, you suggested that young people don’t engage with politics - why do you think this happens? * Try to structure your arguments like this: Claim - Reasoning - Evidence - Impacting! Make sure to give me multiple layers in terms of how your argument is true + why your argumentation is important (impacting) * Good examples are: Taylor Swift! * Make sure to tell me what the impact of more people (teenagers) paying attention to politics is; is it the case that people hold their politicians accountable? What is the benefit of this? * I understand what you mean when you suggest that supporting a politician might help a celebrity's status and image; but why is that a good thing? * I appreciate the confidence today! You’re giving me more content than the last time around. * Good rebuttal! Why is this the best way to deal with the political issues a society may face? (Re: people get more knowledge on political issues and how to deal with it.)   Speaking time: | | | | | | |

| **Student Name:** Tania |
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| **Motion:** THBT the involvement of celebrities in politics has done more harm than good |
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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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:  Speaking time:   * Good hook! I think you should have a bit more of a clincher to it by making it more dramatic; this can be done by adding more emphasis at the end of your argumentation! * Try to be louder Tania! I feel as though you were saying solid things that will be taken more seriously if the manner it's delivered in is more forceful. * I think you made a good point when you suggested that people have a right to represent their own interests, even if they are a celebrity. But you might want to think about this from a perspective of who is more likely to be listened to - the celebrity or the average person? The problem is that celebrities might drown out the voices of the average person. How might you deal with that? * Lots of good arguments on enthusiasm and how we increase it - be sure to respond and rebut the speaker before you first though! The speaker before you had an argument about how this enthusiasm is actually a negative thing due to how the celebrities might shape the way people see the issues. * Really good examples today! (Re: Kamala Harris and Taylor Swift / Hong Kong COVID-19 vaccines.) * I think you had a good best case and worst case comparison today - but make sure you try to point out how limited the impact of the other side is! Try to make sure that you are actively explaining that the other side isn’t very great before you assume that the best case is true. | | | | | | |

| **Student Name:** Amber |
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| **Motion:** THW ban violent video games. |
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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; 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 |
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| **Motion:** THW ban violent video games |
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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:  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! | | | | | | |