| **Student Name:** Tania |
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| **Motion:** TH supports the usage of video games as an educational tool in schools |
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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: Speaking time: 05:08.12, good work!   * Nice opening line! Very apt and descriptive. Try to take a pause before you move into your arguments! Good signposting. * Characterisation   + You might want to start with why people are not engaged in school to begin with; is it because it's too boring, etc? These are characteristics that help make your argument easier!   + For the teachers perspective, you could actually characterise that teachers today are not staying in the profession very long; teachers quit teaching in large numbers every year. Might this motion solve that problem by some chance? * Try to make sure that your argumentations aren’t example based; for instance, when you entered the argument after the characterisation, a lot of the reasons for why your argument were true was based on video games that you encountered (PBL), when your real effort should be directed to proving why PBL is logically likely to increase engagement! * Try to make sure that you don’t forget your impacts! What is the positive effect of people being more engaged in schools, etc? | | | | | | |

| **Student Name:** Aria |
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| **Motion:** TH supports the usage of video games as an educational tool in schools |
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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 |
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| Teacher comments:  Speaking time: 05:08.88, good work!   * Good hook! I think you need to make sure that your energy is at a high level though; your hook wasn’t as impactful as I think it could have been! * The whole thing about feedback was a great opportunity to characterise; what is this feedback and how does it work in educational games? Why is in person feedback better? * I think structure was an issue in this debate; there seemed to be a few problems with video game educational tools - in terms of them not being too indepth, etc. It is best that you separate each problem into a separate problem and then go ahead and explain each problem independently with a CREI formula! * Please keep the hand gestures present and consistent! Don’t take POIs in the middle of your arguments. * Why do you think teachers will give up on teaching properly when video games enter the situation? Does it make it easier for teachers to perhaps let students do their own thing? * Focus on structure for the next speech please! | | | | | | |

| **Student Name:** Amber |
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| **Motion:** TH supports the usage of video games as an educational tool in schools |
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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** |
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| Teacher comments:  Speaking time: 05:18.35, good work!   * I think your hook has the capability to be really funny; lean into the comedy if you want to! (Within reason.) * Try to make sure that you are signposting; I understand that you were characterising what was happening with teachers and what they go through - but some judges might miss this! Try to make sure that you are ending your characterisation with a point though; what does this prove? * Keep the hand gestures and performance tools (body language, etc.) present! * You could also go further to explain that most students today can learn off the internet, etc. This means that teachers are no longer uniquely seen as the most interesting or only place to get information! Could this be a reason for why teachers need to be entertaining? * When you suggested that there are benefits of doing this type of educational video game tools, what were they? Get to the specifics and explain each one! * Please also make sure that you are impacting each benefit; for example, when you mentioned further attention being paid, etc, what does this mean for students? Do they become a lot more well versed in subject matter, etc? | | | | | | |

| **Student Name:** Ari |
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| **Motion:** TH supports the usage of video games as an educational tool in schools |
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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 |
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| 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: 04:08.22, good work!   * Let’s try to have a hook that is about the topic next time! (At least the beginning.) Good dramatism in the hook though! * Don’t call it a biased picture Ari!! If it's biased, it isn’t true!! * Don’t take a POI in the middle of a sentence - try to make sure that you are actively planning a time within your speech to take questions! * Good responsiveness to the idea of engagement; but why would the students take things less seriously? What does taking things seriously look like? * I understand what you mean about the harms of video games; but to be fair, I don’t think ALL of the education will be delivered via video games - try not to base your arguments around this! (Applies to the argument about posture too.) * I think an approach that could have been taken is to explain that video games make things entertaining, when not everything is. Could it be a problem for society if we except to consistently be entertained? | | | | | | |

| **Student Name:** Kyle |
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| **Motion:** TH supports the usage of video games as an educational tool in schools |
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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 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 |
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| 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: 05:11.60, good work!   * Nice hook! * Don’t just hold the paper! If you are going to do that, make sure that you are at least making eye contact with the judge. * Try to make sure that you deal with the speaker before you first; they spoke about how your engagement was bad. How might you deal with that? * Try to make sure that you are giving me impacts in your speech; for example, when you talked about how video games can help in engagement, how does this benefit the students? If students are more engaged, are they likely to thus learn more, etc? * You also can make sure to defend your partners - there were quite a few rebuttals given to them. How might you attempt to rebuild these arguments? * Good identification of the arguments brought by the speakers before you! Try not to rebut via examples however. * It's a good idea for you to make sure that you directly prove that an argument is untrue first - before you move forward with trying to show that it isn’t very impactful! * Good observations overall of the debate - make sure you structure it next time! (Refer to CREI format and how to make clashes.) | | | | | | |

| **Student Name:** Sonja |
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| **Motion:** TH supports the usage of video games as an educational tool in schools |
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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** |
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| Teacher comments:  Speaking time: 03:31.13, good work!   * Nice start to the speech! Keep your composure though. Don’t get thrown off! * Try to make sure that you are arranging your speeches into segments; for instance, I don’t think it was necessary to explain that children need engagement in schools - this was already quite well proven! * How does having video games in schools make the issue of a lack of attention worse? Make sure you characterise this for me! * This debate is about probabilities; on nett, why are video games so distracting to the point where people don't listen? Give me the specific reasons here for why this is true! * Try to give me the impacts of competitiveness; does it relegate students to being in the lower tier, etc? * You are allowed to give me your own takes on why you are more correct - that is fine! You only cannot bring up things that are completely new. | | | | | | |

| **Student Name:** Maddie |
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| **Motion:** TH supports the usage of video games as an educational tool in schools |
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| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Teacher comments:  Speaking time: 03:48.04, good work!   * Solid dramatism! Especially with the hook. I appreciate that you immediately focused on engagement. Try to explain why engagement is the most important thing for me to consider in this debate! * I appreciate that competitiveness could help people learn better; but the other side did give us quite a few reasons for why this isn’t the case. I think you need to make sure you start by destroying these arguments first and then moving on to why your arguments are so much more believable. * Why do they (the other side) create unengaged students? Because the alternative to video games is not neccessarily one hour long lectures! That comes off as convenient. * I think you need to answer the why of your content more; for example, each of the things you said for why you won the clash is fair, but I need far more detail for why these things are true. For example, why is time being saved in your world? | | | | | | |