| **Student Name:** Amy |
| --- |

| **Motion:** THBT the prevalence of ‘redemptions arcs’ in popular culture has one more harm than good. |
| --- |

| 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:**   * Remember that you need to get us a depiction of what it is that you support; try to make sure that you are making it clear that you don’t necessarily support the version of that prop talked about vs the version that you support. * Try to make sure that you are maintaining the tone and presence you had at the very beginning throughout the speech. * Try to make sure that you are impacting; what is the impact of things? * Please explain each argument; each thing you are saying needs to be broken down a lot more. E.g., when you say that there is a possibility of change, that's where you give me three reasons for why the argument is true, the impacts, etc. . * Maintain good eye contact, especially at the start of your speech. * The point about going beyond good and evil narrative is a useful one for this debate. To take this forward:   + Can you say how the ‘change-based’ narrative is convincing? Or even realistic?   + When you argue that it enhances story-telling, can you connect it with why that is beneficial? * Try utilizing the overall time provided for the speech.   + A good way to do that is to think and list out the impacts. A little more effort in the prep time can be beneficial for this.   + Try to make sure that you are not distracting yourself when you are speaking!   Speaking time: 02:23:14 |
| --- |

| **Student Name:** Jaylan |
| --- |

| **Motion:** THBT the prevalence of ‘redemptions arcs’ in popular culture has one more harm than good. |
| --- |

| 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:**   * Remember that you need to get us a depiction of what it is that you support; try to make sure that you are making it clear that you don’t necessarily support the version of that prop talked about vs the version that you support. * Try to make sure that you are maintaining the tone and presence you had at the very beginning throughout the speech. * Try to make sure that you are impacting; what is the impact of things? * Please explain each argument; each thing you are saying needs to be broken down a lot more. E.g., when you say that there is a possibility of change, that's where you give me three reasons for why the argument is true, the impacts, etc. * You need to make sure that you have a rebuttal! It is just anything that shows me that Amy is not as accurate or correct as she thinks she is. * Maintain good eye contact, especially at the start of your speech. * The point about going beyond good and evil narrative is a useful one for this debate. To take this forward:   + Can you say how the ‘change-based’ narrative is convincing? Or even realistic?   + When you argue that it enhances story-telling, can you connect it with why that is beneficial? * Try utilizing the overall time provided for the speech.   + A good way to do that is to think and list out the impacts. A little more effort in the prep time can be beneficial for this.   Speaking time: 02:23:14 |
| --- |

| **Student Name:** Tony |
| --- |

| **Motion:** THBT the prevalence of ‘redemptions arcs’ in popular culture has one more harm than good. |
| --- |

| 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:**   * Good work for trying to have a hook! * You made an attempt at maintaining eye contact at the start, however, you’ll have to maintain that throughout the speech. * The point about how students may not forget/forgive their bullies is an interesting one. Can you:   + Connect it with how victims may not forgive the perpetrators and not see them as rising heroes.   + Connect it with how its unfair and that the past wrongs have to be addressed. * Try to make sure that you start your speech with a high burst of energy; you need to make sure that the first 10 seconds of your speech are the most compelling as that is when you have the judges attention the most. * Remember that you need to get us a depiction of what it is that you support; try to make sure that you are making it clear that you don’t necessarily support the version of that prop talked about vs the version that you support. * Try to make sure that you are maintaining the tone and presence you had at the very beginning throughout the speech. * Try to make sure that you are impacting; what is the impact of things? * Please explain each argument; each thing you are saying needs to be broken down a lot more. E.g., when you say that there is a possibility of change, that's where you give me three reasons for why the argument is true, the impacts, etc. * You need to make sure that you have a rebuttal! It is just anything that shows me that Jaylan is not as accurate or correct as he thinks he is.   Speaking time: 1:54.98, good work! |
| --- |

| **Student Name:** Stephanie |
| --- |

| **Motion:** THBT the prevalence of ‘redemptions arcs’ in popular culture has one more harm than good. |
| --- |

| 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:**   * You made a good attempt with the hook at the start.   + Try to make it relevant to your side. It should have a hint of argument or rebuttal. * The argument about how they’re taking an independent step to change is a very good one.   + Can you connect it with how its possible that many people change? For example: a lot of times people cannot stop doing wrong because they fear lack of belonging. When we accept them, they are very likely to change! * Although it's your first speech, you made a good attempt at rebuttals. Good work! * Try to look more alive when speaking; your energy does rub off on the judges and how they will end up receiving you! * Try to make sure that you are incorporating some emotional tones or at least fluctuating your tone throughout the speech; this helps to make sure that your speech remains engaging throughout. * Try to make sure that you start with a rebuttal to the other side; you need to make sure that you are telling me why they are wrong before moving into their arguments! * Your argument is that this normalises forgiving people who try; try to tell me first why this is true and why this is a good thing. * Remember that you need to get us a depiction of what it is that you support; try to make sure that you are making it clear that you don’t necessarily support the version of that prop talked about vs the version that you support. * Try to make sure that you are maintaining the tone and presence you had at the very beginning throughout the speech. * Try to make sure that you are impacting; what is the impact of things? * Please explain each argument; each thing you are saying needs to be broken down a lot more. E.g., when you say that there is a possibility of change, that's where you give me three reasons for why the argument is true, the impacts, etc. * You need to make sure that you have a rebuttal! It is just anything that shows me that Tony is not as accurate or correct as he thinks he is.   Speaking time: 02:47:73 |
| --- |

| **Student Name:** Sarah |
| --- |

| **Motion:** THBT the prevalence of ‘redemptions arcs’ in popular culture has one more harm than good. |
| --- |

| 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:**   * Remember that you need to get us a depiction of what it is that you support; try to make sure that you are making it clear that you don’t necessarily support the version of that prop talked about vs the version that you support. * Try to make sure that you are maintaining the tone and presence you had at the very beginning throughout the speech. * Try to maintain eye contact well throughout your speech. * You made a good attempt listing your arguments.   + Try expanding on existing ideas on the stage so you can make good utilization of the time provided to you. * Try to make sure that you are impacting; what is the impact of things? * Please explain each argument; each thing you are saying needs to be broken down a lot more. E.g., when you say that there is a possibility of change, that's where you give me three reasons for why the argument is true, the impacts, etc. * Try to explain what the specific context of someone not being forgiving looks like; what harm does this trope do to people then? Does it force people to forgive despite the fact that they may be hurt, etc? * Try to make sure that you are incorporating some emotiveness in the speech; avoid using one single tone, use variations in how your voice sounds!   Speaking time: 01:54:16 |
| --- |