| **Student Name:** Jaylan |
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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 |
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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 |
| 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:**   * Opening   + Very good context.   + The hook is good.   + Good job stating about psychological benefits. You are following a very good structure for the start. * Signposting   + You need to work on your signposting more. Make sure that your arguments well. However, you’re doing a great job numbering your impacts within the arguments. * Arguments   + Good job illustrating the contrast with what happens when you happy endings are not prioritized.   + You must explain the arguments to the fullest extent. The analysis is quite short.   + The structure utilized for the argument is very good, however, the content lacks depth. There’s not enough analysis. * Conclusion   + Spend good amount of time for the conclusion. You can bring back your impacts and interpret them if you feel that you lack conclusion.   Speaking time: 3:14 |
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| **Student Name:** Tony |
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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:**   * Opening   + You need to maintain eye contact throughout the speech.   + Stage coverage and body language needs significant improvement.   + Try being louder.     - Also, focus more on voice modulation.   Arguments   * You ran only one argument.   + Try brainstorming more during the prep time. You can take help from the tutor if you feel that you are not able to produce any more arguments. * Try incorporating examples in your speech.   + This will help you utilize the overall time provided to you.   Speaking time: 02:01:81 |
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| **Student Name:** Sarah |
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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:**   * Opening   + The context at the start is relevant.   + Keep in mind that you need to signpost. Make sure that your arguments are stated well from the very start.   + You need to maintain eye contact throughout the speech.   + Stage coverage and body language needs significant improvement.   Arguments   * Make sure that you come up with at least one or more argument in your speech. * You ran only one argument that wasn’t stated properly at the start.   + Make sure that you have the right title for the argument.     - This helps the judge be fully clear where you’re heading with the argument.   + Try brainstorming more during the prep time. You can take help from the tutor if you feel that you are not able to produce any more arguments. * Try incorporating examples in your speech. * You should try utilizing the CREI format. This will help with clarity as well as structuring your arguments well during the preparation time. * Make sure to utilize the overall time provided to you.   + A good way to do that is to make sure you have one extra argument.   Speaking time: 02:34:00 |
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| **Student Name:** Aiden |
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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:**   * Opening   + Good job with the starting. You brought the context well.   + The hook is good.   + There is a hint of good structure. The signposting went well.   + It is recommended that you do a better job showing your stance in the debate, or showing a glimpse of how you want to rebuttal the proposition. Engagement with the proposition is largely missing.   + You need to maintain eye contact throughout the speech.   + Stage coverage and body language needs significant improvement.   Arguments   * You abruptly moved to your argument. * Make sure that the title is well stated.   + This makes it clear for the judge. * Good job stating that hardships are inevitable. Can you elaborate that further?   + How is it that showing different side of the story helping with them learning about hardships? * Make sure there are several examples incorporated in the speech. * You made good attempt in structuring your argument. Just make sure that you follow the CREI model well.   + This will help you make your argument complete. * Since you are focusing on ‘stories’ and their impacts, it is recommended that you spend good amount of time characterizing what sort of impacts stories have in lives of children.   Speaking time: 03:34:85 |
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| **Student Name:** Amy |
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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:**   * Opening   + You need to be more serious during the start of your speech.   + Make sure that the opening hook is well prepared. Stating the motion does not credit the speaker much.   + You moved directly into your points without binding a good context at the start.   + Good eye contact throughout the speech.   Arguments   * You abruptly moved to your argument. * Make sure that the title is well stated.   + This makes it clear for the judge. * You claimed that happy ending includes a lot of different emotions.   + How is this relevant to the subject from your side?   + Can you state what sort of emotions children feel when they watch movies with happy endings? Is that useful? * The structure of the argument is quite unclear.   + Make sure that you provide a good context to the argument at the start and only then move to the impacts.   + Also, make sure that the impacts are well established in the speech. * There are several points brought by the opposition that can be responded to.   Do not abruptly end your speech.   * Make sure there’s a good conclusion at the end.   Speaking time: 03:56:84 |
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