| **Student Name:** Candice |
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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 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 child of that level. | | | | | | |
| Teacher comments:     * Thanks for adjusting to having a hook! Good work. * Try to make sure that you’re giving me an idea of what these video games look like first; is this a traditional video game we’re talking about here? Or is this something else entirely? * What do you mean by an inclusive work environment? You gotta make sure to not be too vague with your arguments and impacts! * What happened to your structure? Please remember to build your arguments accordingly! * You gotta write down your argument on your own!! * Please don’t forget to build your set-up and etc; what does the video games look like? * Here’s what you can do to expand on your argumentation: When you suggested that people will be more interested in learning, why is this true? How exactly does this happen? * Why is fun important? You can characterise what sort of students we are talking about here!   Speaking time: 03:03.77, good work! | | | | | | |

| **Student Name:** Louca |
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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 child of that level. | | | | | | |
| Teacher comments:   * Nice hook! Good energy too with the way you delivered it. * Good characterisation on where the debate is happening and who is involved - try to make sure to explain why the characterisation is true though. For example, when you suggested that this debate happens in mostly richer areas, why so? * In addition to the above, you can actually use some characterisation against the speaker before you; if this debate is happening in a poorer area, then proposition is at a disadvantage, as they are going to harm these poorer areas! * I think you need to make sure to arrange your argumentation according to CREI and signpost as you are moving through each layer! * I also feel as though there didn’t seem to be a grand narrative or point that you were trying to prove in this debate; you need to be directed! This means, when you figure out what it is that you want to say, make sure that your argument is geared towards proving a key outcome. (E.g., that video games will distract people - so you spend time proving how distracting video games are.) * I think you need a bit more detail; for example, when you suggested that people are going to be distracted, layer that for me. How do video games distract people? * For the rebuttals, you can slip in a little bit more analysis to show why their side is actually actively harmful; meaning that they are harming students, etc.   Speaking time: 06:57.53 | | | | | | |

| **Student Name:** Jaylan |
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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 child of that level. | | | | | | |
| Teacher comments:   * Nice opening line this time around Jaylan! Make sure that you lock in for eye contact and your hand gestures. * When you are approaching a speech, you probably should arrange it according to this flow:   + Hook (Opening Line)   + Signpost (What will you say in this speech?)   + Rebuttals (Why is the other side wrong?)   + Arguments     - Claim     - Reasoning     - Evidence     - Impact. * I think you want to make sure that you have a narrative or a point that you ultimately wanna prove; this helps significantly with making your argumentations!   Speaking time: 01:27.54, good work! | | | | | | |

| **Student Name:** Giselle |
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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 child of that level. | | | | | | |
| Teacher comments:   * I think that hook was too convoluted today (Convoluted = too many words going on at once/it’s difficult to know the point of the argument.) * I think the tone in this speech was a bit off; I think you might want to make sure that you are employing a tone that is clear and assertive! * Good signposting! * For the first rebuttal about shortened attention spans, I think this needed way more explanation first for me to buy it. Moreover, I think you want to make sure that you are not just using rebuttals to say that something is harmful; you gotta make sure that you are using rebuttals to disprove the other side. (I.e., that they are wrong.) * Why are video games likely to be distracting? Wouldn’t the government take steps to prevent this? * Excellent tone correction Giselle! * I appreciate your impacts! Try to make sure that you are telling me how big the impact is before you go ahead with telling me why the impact is important. * Good usage of even if! I think you can actually go further, which is that parents might not let their kids play video games to relax outside of school.   Speaking time: 06:01.67, good work! | | | | | | |

| **Student Name:** Alvina |
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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 child of that level. | | | | | | |
| Teachers comments:   * Nice hook! * Good signposting! * When you are building a rebuttal, you actually can first question the premise of the other side. For instance, I don’t think the other side actually explained what inefficiency is and what it does; point this out! * I think you could use a bit more detailing; for example, when you suggested that you could actually be more efficient, tell me how this works and what the benefit of this is! * I think that using a study for evidence isn’t too great in this particular type of debate; you gotta give me the logic for why people are more likely to be more attentive and or better in terms of building their skills due to video games. * \*For the above, the response you had to Louca’s POI is exactly what I’m talking about - that step by step process for how things happen was super good! * Great presentation style today Alvina! * Good clash analysis; I think you also want to make sure that you are layering why your argumentation is more likely to be true as well - there’s a lot being said about why you are better, but not so much about why you are more true! * I think you want to make sure to frame the sustainability issue before getting into it; especially since this was quite new! * Time management Alvina!   Speaking time: 07:53.49, good work! | | | | | | |

| **Student Name:** Michael |
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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 child of that level. | | | | | | |
| Teacher comments:     * Gotta be louder Michael! Also, it’s completely possible for you to come back from a strong rebuttal. Don’t worry! * Remember as third you should be giving me clashes; this time is okay since it’s your first time in a while to do third. * You need to make sure you are guaranteeing your speaking style! Give me some aggression in your tone and give me hand gestures etc. * Try to make sure that you are actively explaining each individual layer in each argument; you need to tell me what the impact of your argumentation is! * Try to structure your arguments according to this flow: Claim, Reasoning, Evidence, Impact (Please send me an email at [naveen@capstoneprep.com](mailto:naveen@capstoneprep.com) if you need me to recap each segment,)   Speaking time: 03:43.09, good work! Lets aim for 4 minutes next time. | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: This house believes that the rise of "Fandoms" 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 child of that level. | | | | | | |
| Teacher comments:   * I think that was a solid observation in the hook; but I think you really need to sound a bit more assertive! Give me some intensity here. * Re: communities. I understand that conflict can happen - but I really need more details. You could talk about how stan culture really is quite devoid of logic and its mostly vibes. If there is a perceived slight against someone, then the fans go for the person who did something against the idol. TLDR; need more details to do. * Re: Marilyn Monroe - you could also mention that the decline in fame for an artist is also a really tough thing to face. Tell me the impacts of how we perceive Marilyn Monroe today! It has spillover effects for how society as whole treats women, etc. * Good argument that people may not really consent - you could also mention that fame itself is pretty lucrative. Even then, consent can be withdrawn - the difference is that in this case, celebrities can’t. * The tone at the end when you were talking about how all idols aren’t bad people is the tone I want you to take on for your speeches! It’s persuasive. * Time management is a problem!! Entered the clashes at 4:58. * Fandom hatred; how does this impact people and their interests?   Speaking time: 05:40.11, good work! | | | | | | |

| **Student Name:** Andrew |
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| **Motion**: TH, as the animal rights movement, would aggressively shame non-vegetarians. |
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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 child of that level. | | | | | | |
| Teacher comments:   * Nice hook, but I feel like you could have employed a tone that was more assertive and or emotional here to add impact to the hook. Also, you wanna make sure that you are getting into your argument a bit sooner. 1:00 minute on a hook is a bit too long. * Nice signposting! * Why is it likely for you to start arguing back? Fair enough that shaming might be unreasonable, but you gotta analyse this. * You can also mention the fact that most people are actually pretty pro eating meat. How does this affect the way the arguments are received, etc? * When you say this policy of shaming will spread hatred, what do you mean? How will this hatred manifest and appear? * You want to assume the best of the proposition though; what if shaming works? What if it truly causes behaviour changes? You wanna do the even if; why is this something we truly cannot afford to do as the animal rights movement? * You gotta up the volume and tone! I need more swagger and flow from you. You’re saying smart stuff, but it won’t be received well if you don’t sell it. * You also wanna consider the potential drawbacks of your case and explain why those don’t matter as much!   Speaking time: 05:28.81, nice work! | | | | | | |