| **Student Name:** Davian |
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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 |
| Competition Score: | 71.5 | | | | | |
| 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:   * Good hook! Very apt and on point. * Don’t forget to make eye contact and do hand gestures! You gotta do this to retain the attention of the judge. * Set-up   + Interactive games that we can incorporate into our syllabus - I think you want to go further to explain how these games might work, especially because the opposition is very likely to attack you on the details! (E.g., that it's too competitive, etc.)   + Good set-up! I think you wanna make sure to move to your arguments around 1:50ish, as 2:23 might be a bit too late! * Argument: help students learn more effectively   + I think you want to scale back and answer the base questions here; I agree with you that it is possible for the classroom to become more engaging, but you need to prove that this is actually going to happen! Moreover, it’s not enough to just assume that the engagement itself is a good thing. You need to make sure to prove to the judge that the video games are likely to be good too, meaning that they cause more benefit than harm.   + In summary to the above, make sure you answer the base questions first! If you’re arguing that it is going to be more engaging, make sure to first prove that these games are good and then that they are likely to be more engaging.   + Is it really true that class is not engaging currently? I understand that it may not be as effective vs video games, but you gotta make sure that you are explaining just how bad the problems in classrooms are!   + Besides, you can also attach your points and arguments to general outcomes that are important for education; e.g., that people keep coming to school, that people will keep engaging with teachers, et. * Comparison   + The video games have worked and are used well; you need to give me several reasons for this!   + Good comparison to the best case of Opposition!   Speaking time: 07:35.76, nice job! | | | | | | |

| **Student Name:** Sophia |
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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 |
| Competition Score: | 72 | | | | | |
| 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! Very sharp observations of the other side. * Good signposting! You need to up your manner though; e.g., sounding more assertive and loud, etc. * Rebuttals   + Good work for acknowledging the potential correctness of the proposition team!   + I understand that reality isn’t going to be fun vs school; but I think the proposition has a point here which is that this makes people have more fun and want to learn even more in their world. Perhaps you may want to argue that students are actually going to be hurt more! If you suggest addiction is the harm, make sure you explain why this harm happens and how bad it is.   + I think when you are doing rebuttals, you also want to be defensive to a certain extent. Perhaps you could do this by telling me reasons as to why people can actually focus in class without video games, that teachers can control their students.   + Don’t spend too much time on rebuttals!! You weren’t done even though it was almost 04:22!! * Arguments:   + I understand this argument and quite like it; my problem is that this argument is highly contingent. It is contingent on the video games used being a virtual world, etc. What if it does not have this virtual world aspect? (Re:Virtual world)   + Addiction     - You first may want to explain how addictive this technology is; why is it so? Is it because they are developed for profit, and people are more likely to buy into video games if they are addicted? A famous example that could apply here is social media; which is specifically designed to make us stare at our screens even more!     - Remember to not just assume that something is a bad thing; I understand that addiction may intuitively sound like a bad thing, but it is contingent on what you are addicted to. So, make sure you tell me what exactly this addiction does to the average person!   Speaking time: 08:27.73, good work! | | | | | | |

| **Student Name:** Oscar |
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| **Motion**: This house believes that student evaluations and feedback should be the sole criteria for retaining a teacher’s employment. |
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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 |
| Competition Score: | 70.5 | | | | | |
| 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. * I think you really gotta make sure that you are speaking with a bit more flair and flow. It felt a bit too choppy! * You gotta up the amount of eye contact + hand gestures that you are doing! * I think you could really benefit from vocal contrasts! You need to make sure that you are really projecting your voice and moving your hands. * I get that a lot of students are probably logical - but you gotta prove this! Why is the average student likely to be logical and fair to their students? * You might want to argue that students have some good capacity to understand what makes a student good or bad - this might make it easier for me to believe that students will be reasonable. * You wanna go through a lot more impacts; e.g., when you suggested that students can do pretty well and can understand what makes a teacher good, what does this do for their learning experience, etc? * You can also run some different outcomes for the teachers - perhaps now they go for more training, etc. This is all beneficial as it increases their teaching abilities! * What was the value of the relationship between the teacher and student part? I think you gotta make sure that this is clear!   Speaking time: 05:20.05 | | | | | | |

| **Student Name:** Lilianna |
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| **Topic: T**his house believes that student evaluations and feedback should be the sole criteria for retaining a teacher’s employment. |
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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 |
| Competition Score: | 70 | | | | | |
| 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 you really need to make sure that you are starting your speech off on a strong and assertive note! * I like the observations you made at the beginning re: exclusivity. * I think you gave me some solid reasons for why students aren’t able to judge the teachers effectively - but the main thing that needed to be responded to was the idea that in the end, students need to make the decision on teachers because they are the ones on the receiving end of things. Its a slight difference, but this is what you want to deal with. * You do a good job of pointing out and cleaning up the debate - but I would like to hear more substantive rebuttals on why they are wrong, etc. * Good weighing re: exclusivity! You were very close to saying that it isn’t too valuable because of the limited impact, but stopped. Go the full way next time! * You might want to bring back the reasons your partner had in terms of why children might not be mature, etc. This was all really compelling stuff!   Speaking time: 05:55.09, nice job! | | | | | | |