| **Student Name:** Amanda | P1 |
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| **Motion:** TH prefers creating new characters for minorities as compared to recasting them into roles previously held by other communities. |
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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’s choice of words was persuasive and strategic. | 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:**   * Good hook! Very powerful stuff. * Good eye contact + hand gestures! * Good signposting! * For the characterisation, I think you want to make sure to tell me about why recasts are happening to begin with; you could say that this is because of an assumption that the audience does not want to engage with new characters and or new content. This isn’t true though! * You need to make sure that you are detailing what exactly the backlash entails; this means, telling me who the backlash is coming from and why those people matter. * Try to also tell me why people will be accepting of a new character; you could point out that people want to have new content and experiences and also that people really value new material! * Try to make sure that you are impacting this to also how this impacts representation; if people are throwing tantrums because of a POC character, this might hurt the ability of these characters to get roles in the future!   Speaking time: 05:32.00, good work! |
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| **Student Name:** Luke | O1 |
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| **Motion:** TH prefers creating new characters for minorities as compared to recasting them into roles previously held by other communities. |
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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’s choice of words was persuasive and strategic. | 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:**   * You need to make sure that you are starting on the strongest note possible; you gotta sound energetic and on point! Don’t let prep affect how you perform. * I like the idea that some minorities will now manage to get attention, etc. I like that you tried to mitigate the backlash angle, but try to make sure that you also tell me why this actor/actress will get more fans and recognition! * I like the idea that these new movies may not get a lot of reception; why is this true though? You wanna make sure to give me some structural reasons, like e.g., the market is super saturated, very competitive, too little funding and support is available, etc. * You could talk further about what kind of awareness we’re talking about; does this awareness about the situation that these minorities go through a tougher time to get jobs, that they face discrimination, etc? Try to break this down so that I get each individual reason given to me and you have more content. * You could also say that look, these roles are good because they are palatable - this means that to the average person, these movies are ones that they will end up watching, etc, because they are already familiar with the IP. Then, you may want to start layering reasons as to why the fans of these movies will be accepting of the new changes! (E.g., they care more for the story, etc.)   Speaking time: 05:10.27, good work! |
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| **Student Name:** Louca | P2 |
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| **Motion:** TH prefers creating new characters for minorities as compared to recasting them into roles previously held by other communities. |
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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’s choice of words was persuasive and strategic. | 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:**   * Solid hook! * Rebuttals: I think that this was solid, but try to make sure that you’re hitting the main logic or assumption of the other side - this means, you need to prove that things don’t change the way that prop says it will! E.g., that people will accept the show and movie * For the characterisation, I think you want to make sure to tell me about why recasts are happening to begin with; you could say that this is because of an assumption that the audience does not want to engage with new characters and or new content. This isn’t true though! * You need to make sure that you are detailing what exactly the backlash entails; this means, telling me who the backlash is coming from and why those people matter. * Try to also tell me why people will be accepting of a new character; you could point out that people want to have new content and experiences and also that people really value new material! * Try to make sure that you are impacting this to also how this impacts representation; if people are throwing tantrums because of a POC character, this might hurt the ability of these characters to get roles in the future! |
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| **Student Name:** Giselle | O2 |
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| **Motion:** TH prefers creating new characters for minorities as compared to recasting them into roles previously held by other communities. |
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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’s choice of words was persuasive and strategic. | 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:**   * Nice hook! I like the audience engagement. * Try to make sure that you are actively projecting your voice! * I think that your rebuttals didn’t quite hit the mark this time around - i think that you want to make sure that you are actively identifying and tracking the main logic and premise behind the argumentation. * Try to make sure that you are layering! I like that you were telling me the right things like how creating a new character, etc, is difficult - but you gotta give me at least three to five reasons as to why this is true! * I like the idea that some minorities will now manage to get attention, etc. I like that you tried to mitigate the backlash angle, but try to make sure that you also tell me why this actor/actress will get more fans and recognition! * I like the idea that these new movies may not get a lot of reception; why is this true though? You wanna make sure to give me some structural reasons, like e.g., the market is super saturated, very competitive, too little funding and support is available, etc. * You could talk further about what kind of awareness we’re talking about; does this awareness about the situation that these minorities go through a tougher time to get jobs, that they face discrimination, etc? Try to break this down so that I get each individual reason given to me and you have more content   Speaking time: 05:30.35, good work! |
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| **Student Name:** Isabella | P3 |
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| **Motion:** TH prefers creating new characters for minorities as compared to recasting them into roles previously held by other communities. |
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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’s choice of words was persuasive and strategic. | 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:**   * Good start and good choice of words! Try to make sure that you are projecting though; I want to see you be louder! * Identification of the clash was excellent re: what type of attention we get. I think you really want to point out why the attention we receive will be negative to begin with - I understand you said that people may feel like this is a rip-off, but why so? Try to give me a few more reasons here! * I think there were a few things you could have said as to why a new character or role could have been very beneficial - you could say that look, a new character is better because we can actively craft this new character to be genuine and original - which means we take on more narratives, etc! * Good work for differentiating marvel characters and the usual! * Try to make sure that you are framing and telling me about the most important issue at this debate - because I think you had all the ingredients to prove that you were better than the other side, but you need to make sure to actually tell me how and why you are better than the other side! * You need to make sure that you are detailing what exactly the backlash entails; this means, telling me who the backlash is coming from and why those people matter. * Try to also tell me why people will be accepting of a new character; you could point out that people want to have new content and experiences and also that people really value new material! * Try to make sure that you are impacting this to also how this impacts representation; if people are throwing tantrums because of a POC character, this might hurt the ability of these characters to get roles in the future!   Speaking time: 05:38.78, good work! |
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| **Student Name:** Oscar | O3 |
| --- |

| **Motion:** TH prefers creating new characters for minorities as compared to recasting them into roles previously held by other communities. |
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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’s choice of words was persuasive and strategic. | 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:**   * Nice hook! I like the hand gestures and the swagger. * Try to make sure that you are actively projecting your voice! * I think that your rebuttals didn’t quite hit the mark this time around - I think that you want to make sure that you are actively identifying and tracking the main logic and premise behind the argumentation. So, in this debate, the main premise of the proposition was that a new character would succeed - so make sure to tell me all the reasons for why they would not succeed! This could be because of a lack of reception, etc. * Try to make sure to back up the most important aspects of your own case; the most important aspect of your case to bring up at this juncture is to talk about all the reasons as to why these remakes and recasts would be successful; why might people be accepting of these roles as well? * I like the idea that some minorities will now manage to get attention, etc. I like that you tried to mitigate the backlash angle, but try to make sure that you also tell me why this actor/actress will get more fans and recognition! * I like the idea that these new movies may not get a lot of reception; why is this true though? You wanna make sure to give me some structural reasons, like e.g., the market is super saturated, very competitive, too little funding and support is available, etc. * You could talk further about what kind of awareness we’re talking about; does this awareness about the situation that these minorities go through a tougher time to get jobs, that they face discrimination, etc? Try to break this down so that I get each individual reason given to me and you have more content   Speaking time: 04:20.10, good work! |
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| **Student Name:** Angela | P4 |
| --- |

| **Motion:** TH prefers creating new characters for minorities as compared to recasting them into roles previously held by other communities. |
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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’s choice of words was persuasive and strategic. | 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:**   * Nice hook! I like the hand gestures and the swagger. * Try to immediately detail why people will be pushed out and how criticism will be brutal against these actors; is it because of a misplaced anger by fans towards them and or genuine bias against these people? * Try to make sure to tell me why you wouldn’t have restrictions - is it the case that we can go ahead and create stories that completely suit the background of the new character? Could we perhaps create a new story that matches the current times and thus why our characters will be much more effective and well received? * I feel like some of the things said for why people will be accepting of a new character was a bit flippant; you gotta make sure to layer this aspect of the speech! * Gotta make some eye contact! * Try to make sure that you are impacting this to also how this impacts representation; if people are throwing tantrums because of a POC character, this might hurt the ability of these characters to get roles in the future! * You need to make sure that you are detailing what exactly the backlash entails; this means, telling me who the backlash is coming from and why those people matter.   Speaking time: 05:08.48, good work! |
| --- |