| **Student Name:** Aaron |
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| **Motion:** This House believes that the prevalence of ‘redemption arcs’ in popular culture 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** |
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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 a child of that level. | | | | | | |
| **Teacher comments:**   * I think that you need to make sure that you are projecting your voice; the content of your hook is fine, but it's way more impactful if your tone communicates how serious the issue is, etc. * You don’t need to repeat the motion! * The first argument: ‘harmful to people’ can have a more specific title. * Good definition; try to give us some illustrations here for what the redemption arc is like. You could point to some examples in TV shows, etc. * Try to make sure that you are signposting; this means, guiding the judge along when it is time to move on to a different part of the speech, etc. * When you argue that they might do bad things again:   + Why do you think that is likely? Why is it that similar bad tendencies are permanent?   + Can you provide some examples of shows/movies where this has happened? Why was it the case? * I think you can distinguish your first argument with the second.   + Also, when you’re stating your argument, you should have a clear voice so the judges can know exactly what the argument is. * There are parts in speech where it is argued that ‘this is harmful, this is bad’, however, you must immediately provide a reasonable justification. * I’m not sure about the argument that villains will use this arch to do as much bad as possible first. Try to make sure that you are explaining why this is possible; but also, why would a villain do all this bad only to be redeemed much later? This does not seem to work well with each other. * Good impacting; I think the process of getting there was slightly tough, but at least you got there! * Good consideration of the even-if. * Try to make sure that you are providing the judge with standards; these standards help to make sure that you are on the right path! | | | | | | |