| **Student Name:** Alison Li |
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| **Motion:** This house opposes the increasingly sympathetic portrayal of villains in pop culture (e.g. Joker, Maleficent, Thanos, etc) |
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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:**  [NOTE: Today’s speeches are 4 minutes long!]   * Nice sharp and short hook! Good work. * I understand that people aren’t good or evil; what’s the value of this in society? What happens if we, on mass, adopt this mentality? * I feel that the rebuttals were not too directed; it felt more like a rant compared to a methodological takedown of the other side. It's okay to do this, but make sure you are flagging how you are taking the other side down! * Remember it's less about what is inherently correct or wrong; it's about what makes things better for people. If we have a world where people are more empathetic, then, what does it do for our approach to criminal justice, etc? * Good impact re; the actions of people. You can go further actually, which is to say that this is bad for people who are vulnerable; minorities, etc. Besides, does this help us perhaps prevent evil? Does it help us prevent harm?   Speaking time: 06:22.82, good work! | | | | | | |