| **Student Name:** Alison Li |
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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 a child of that level. | | | | | | |
| **Teacher comments:**  Speaking time: 04:55.71, good work!   * Good hook! I think you need some dramatics though. Try to give me a bit more of an emotional push to the argument. * Don’t take a POI right before you are about to get into the good stuff of your argumentation! * I think that before you start characterising that a video game is going to be too fun and or too stimulating, you probably want to talk about how these games came into existence, and how they are designed. * Great work telling me about the incentives of these companies; could you tell me why they will be powerful enough to defy the government and their requirements for the games? (Why would the state allow this level of addiction to be a thing?) * I think you had quite a few good rebuttals; but if you are integrating your rebuttals, you gotta make sure to flag it for me! * I think structure is a problem in this speech Alison; you gotta go back to building the arguments with the CREI structure - I feel as though you might want to speed things up in preparation time or at least perhaps not write your speech with the level of detail you currently are employing? | | | | | | |