| **Student Name:** Connor Chung |
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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:**  [NOTE: Today’s speeches are 5 minutes long!]  Speaking time: 04:55.10, well done!   * Good work for sounding more alive today! I think you had a much better pacing. Could you please ever so slightly increase your speaking volume though? * I think you also need to make sure that you are taking strategic pauses in your speech - for example, when you were about to move into the characterisation, a pause before that would be good! * When it comes to characterisation, you don’t need to do all of the five prongs to characterise! (Although, I commend your effort in doing so.) * I think that there didn’t seem to be a strategic point to the examples and characterisation you made; you gave me a lot of information on what these games looks like and operates like; but I was not really sure of what it was proving. * I think you need to make sure to prove that your argumentation is true; remember characterisation is meant to make it easier for me to believe the things you are about to say. But it isn’t the argument by itself! * Don’t forget your impacts! Please write out CREI and have it with you when you are preparing. | | | | | | |