| **Student Name:** Natalie Ng |
| --- |

| **Motion: This house believes that children's media should exclusively feature happy endings.** |
| --- |

| 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 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:**  Opening   * Good job stating the examples.   + However, “the tv show that comes at 5 o’clock” is not a reasonable example to bring up as its not clear enough. * Good job characterizing happy endings.   + Also, good job bringing up the point about formative years.   + Make sure ti show contrast with non-happy endings as well.   + You spent way too much time in the characterization without going to your specific arguments.   + If you’re moving to your arguments, its important to signpost. * Arguments   + In the first argument that talks about child development, direct impacts are lacking.     - Can we argue in what ways a non-happy ending serves for children besides the point that it makes them more prepared.     - Good job talking about Snow White as it seems like a relevant example.       * However, can specify what are the harms of happy ending in a show/movie that is as famous as snow white? What betterment would have come about if we have famous stories that don’t showcase happy endings.   + Good point about how children can learn about perseverance, overcoming challenges.     - However, these are fairly intuitive points from the proposition. Can you think of some unique benefits of endings that aren’t happy?   Speaking Time: 4:50 minute |
| --- |