| **Student Name:** Natalie Ng |
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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:**   * Strong start! Good speaking tone and pacing. * The clarity of your voice is quite good. There’s a hint of a good level of confidence. Good job! * The first minute after the hook did not go very well in terms of argument flow.   + A little more focused preparation on the opening minute would help. * Good signposting; although, you don’t need to repeat the topic! Try to make sure that you also explain that we are not supporting bad redemption arcs; we are supporting people who have done wrong, get called out and become better. * The point about the second chance to improve is interesting. Can you:   + Show why is it that these characters generally change?   + Are there some examples that we can bring here? * Rebutting is not so much about what is possible alternatively; it is about what is and is not true. Try to make sure that you are taking the approach of showing each argument to be untrue before talking about why it is harmful, etc. * Good point about character development. Is there a real world impact of this:   + What does the audience learn? Do we learn that people can be integrated back into society even if they do something wrong in the past?   + Does it help establish a perspective that people can change and we should make attempts to do that? * Try to make sure that you are explaining how it helps to change people; do people feel a lot safer to make errors? Does this perhaps make it easier for people to admit that they have done wrong? Why so? * Don;t forget to make your impacts specific! What are these lessons, etc? |
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