| **Student Name:** Isabella Chau |
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| **Motion:** This house 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 |
| Competition Score: | 70.5 | | | | | |
| 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 child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 7 minutes’ long.]  Good focal point on specific problems students face in the education system, and linking it back to the motion. I appreciate you incorporating the feedback on your hook from last time!  On the set-up:   * Good definition on what tools are included vis-a-vis video games. * However, it still isn’t clear what type of curriculum or skills can be taught via video games. How is it possible to learn via video games? Try to illustrate some examples of how it is done. * The set-up would be even more strategic if we highlighted that we can still utilise all other learning tools that opp wanted in order to improve learning outcomes, and supplement the flaws of video games that way. * Can we create a metric on why your goal aligns best with the purposes of the education system?   Strong claim on student engagement in class.   * We should start with the problem statement and explain precisely why there is a lack of focus.   + What precisely is the nature of video games that make it easy for us to engage students?     - We eventually explained it later on with leaderboards and visual stimuli, good job! * The premise of better comprehension can only be proven if you illustrate what kind of concepts would be better grasped through an interactive visual medium. How does one learn by playing? * This is the argument itself, I’m not sure why you’re separating the above as a stand-alone characterisation and then only “entering the argument” at the 4th minute.   Will this spillover to their attention when there are no video games?   * What about the rest of the curriculum that has to stand alone without gaming? Won’t the effects b e worse there?   Nice response to the POI that they would be addicted to a positive tool, rather than a negative one.  We are skipping a lot of the impact analysis here!   * Why is student engagement so instrumental to learning outcomes? * What are the benefits of improved learning outcomes?   + Then expand it to align with the ultimate role of schools.     - Highlight when schools have revolutionised its practices to incorporate modern problems and introduce modern solutions.   We need a second argument!  Good job offering POIs in the debate! We can offer even more!   * Good job asking for a POI during your transition point.   6.48 - We’re just a little short! Wait for the double bell! | | | | | | |