| **Student Name:** Jasper She |
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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: | 71 | | | | | |
| 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 hook on Proposition introducing yet another distraction into the system, rather than proposing a solution!   * Make sure we have a nice conclusion and segue to the signposting, rather than just continuing the rest of your rebuttals.   On a harmful reliance to games, spend more time explaining that this may open a gateway towards playing games not related to learning outside of school!   * Explain as well that even if some games are great for learning, students will spend their time on the most entertaining ones instead. * We also need to engage with Prop’s analysis that even if they are addicted, they are learning a lot in the process.   + We stated that players may not necessarily understand the content, but Prop has responded that they can only earn points if they demonstrate comprehension and learning.     - We then said that at best this is rote memorisation, but the previous speaker has also argued that repetition is a useful part of remembering what they’ve learned, which takes down your first speaker’s argument on them forgetting what they learned.       * We can also be more engaging to the previous speaker stating that playing games are also good for innovative thinking!   I appreciate the analysis on the flaws of learning via video games.   * However, can’t we supplement video games with other parts of the class experience?   + Explain that students will demand that we spend more time with video games, and de-prioritise the other elements of learning.   + Expand the overall impact that this will then do to the education system.   Avoid taking the POI as soon as it’s asked, take it when you’re at a transition point.   * Excellent rebuttal on teachers can easily make the class more engaging without resorting to video games.   + Can you guarantee this by proposing it in the counter-model, rather than rely on individual teachers?   There’s a lot of overlapping material between the rebuttals and the argument.  Good explanation on why video games will have a flawed assessment of the student’s abilities.   * However, Prop did not propose that we eliminate traditional elements of homework or testing, so it’s not clear why they cannot still avail themselves of the benefits of your education system.   Good job offering POIs in the debate! We can offer even more!  6.55 - So close! Wait for the double bell! | | | | | | |