| **Student Name:** Evelynne |
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| 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 |
| --- | --- | --- | --- | --- | --- | --- |
| 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 inpt 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:  The speech length for today’s class is five minutes.   * Nice work on explaining that people’s perception of evil people changing means the overall danger for the world increases. * You need to explain how these movies depict redemption arcs and what kind of reception it gets. * When you explain people will be perceived as good in real life based on the interpretation of movies, you need to explain why this is less likely to be the case. * Try to explain how difficult it is to change people’s character or overall behavior. * Good work on explaining that children and teenagers are more directly likely to be affected by this. * You need to clarify how the overcoming or the struggle are depicted in these movies. * Try to prepare more content during the prep time. You also need to speak louder and look at your audience. * 4:45 | | | | | | |

| **Student Name:** Kris |
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| 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 inpt 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:  The speech length for today’s class is five minutes.   * Good work on your hook. * Nice work on explaining there can be toxic and bad relationships. * Nice work on explaining that the redemption isn’t depicted for extremely horrific actions from these individuals. * When you explain some people can’t change - try to show why people will still start to feel that redemptions will still happen. * Good work on explaining that people want revenge against society. But I cannot see how your side of the debate prevents this from happening. * Good work on explaining how the elements are designed in the movie world and how that is straightforward. You can benefit from showing what these limitations are that limit the capacity of pop culture to represent reality. * Nice work on explaining that movies are set in specific context that allow redemption to happen. * Good work on differentiating people who redeem vs people who can’t be. * 5:00 | | | | | | |

| **Student Name:** Henry |
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| 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 inpt 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:  The speech length for today’s class is five minutes.   * Nice work on showing that society is cruel and unfair. * Your explanation that people have the capacity to change. * Good clarification of what redemption looks like. You want to explain why people can connect these unrealistic depictions of redemption to the real life situations they face themselves. * You also need to work more on explaining how people engage with pop culture and why that is bad. * Good work on your energy and enthusiasm. Much better presentation than last time. * Nice work on trying to illustrate that even bad people are sometimes victims of their circumstances. * Nice work on explaining that people’s treatment of individuals makes people bad. * Good work on showing the gap between people who make mistakes and who don’t. * You need to spend some time explaining the mechanism for redemption and also how they act in a better way. * 4:50 | | | | | | |