| **Student Name:** Selina Ke |
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| **Motion**: This house opposes the increasingly sympathetic portrayal of villains in pop culture (e.g. Joker, Maleficent, Thanos, etc) |
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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 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:   * Nice hook on showing how people have not understood villains. Try to explain why the media has the incentive to bring this portrayal to life as well. * Good work on explaining that people can still see the behavior as wrong and still see the link to society causing this. * Try to explain how people will be able to separate that they could be both victims of society and also agency of damage. * Nice work on identifying ideas from the other side. And nice structure for the response. * Nice work on explaining that this is one of the narratives available to society and not the only one. * Good work on explaining how people can relate to these stories in more nuanced ways. * We need to bring a little bit more structure to our arguments. Like minimize the amount of pauses, try to make transitions smooth. * Much better speech from the last time.   5:50 | | | | | | |

| **Student Name:** Aliana Kwong |
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| 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 |
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| Teacher comments:   * We need to explain more than just showing how movies portray villains in the hook. Maybe link it to why that portrayal causes harms. * While good work on understanding the ideas from the other side - you are taking too much time to explain their idea - and not doing enough work to respond to them. try to offer at least two lines of responses to each idea. * Try to minimize the pauses in your speech. * While it is a nice approach to explain that people will feel it is okay to do bad things. This is abit extreme and not how most people behave - explain why it will also make society more tolerant of deviant behavior and desensitized to violence as well. * Nice work on linking how people start to blame other people and external circumstances for the problems. You can do more work on linking this to more real world impacts. * 4:17 | | | | | | |

| **Student Name:** Moses Cheuk |
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| Teacher comments:   * Your hook needs to be more emotive. Try to show exactly the harms of these movies in your hook itself. * Rather than using words like “wrong” mindset - talk more specifically about the thoughts that can develop under the influence of these movies and how that happens. * Nice work on illustrating how different movies have shifted their ways to show these behaviors as good and cool. * Try to also explain how kids and teenagers engage with these types of movies. Explain why they are unlikely to be able to do things. * Good work on explaining that people will start blaming external factors for their actions rather than accepting their own fault. Explain why this lack of accountability is bad. How this will lead to limited learning. * Try to speak for longer. You can actually expand all your arguments.   3:36 | | | | | | |

| **Student Name:** Marcel |
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| Teacher comments:   * We need a better hook. Try to show the problem with absence of that portrayal. Maybe something like Most movies will never talk about how villains are made and this is the only way to see this perspective. * Nice work on explaining that people can have a rational intervention after seeing something that happens in the movie and acting that out. * While your idea of this being a different perspective is good - but don’t just link it to movie companies profit or people’s entertainment. * Nice work on explaining that average people can relate to these stories of villains as they can also relate to stories of troubled childhood and problems they encounter. * Try to maintain more eye contact to the audience. | | | | | | |