| **Student Name: Kana** |
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| **Motion**: This house regrets true crime movies |
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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: |  | | | | | |
| 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:   * Try to minimize the pause after your hook. * You need to minimize the random disconnected parts in your speech. * We need a more direct approach while responding to POIs. Try not to be flustered by it. * Good work on explaining that the primary objective of the movie companies is to make money. * Don’t be affected by the audience. * Nice work on explaining that companies have an incentive to fabricate the stories to make it more interesting. * You need to compare your ideas more directly. * Try to make and maintain eye contact with your audience. * 5:15 | | | | | | |

| **Student Name: Charlize** |
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| **Motion**: This house regrets true crime movies |
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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 |
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| 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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| 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 work on explaining that true crime movies have a direct incentive to twist the stories. You need to explain what motivates this though. * This is a retroactive debate, so try to focus on the past movies and tv shows and explain how they have been depicted so far. * You need a lot more detail on why these movies are reshaping societies’ perception about crime and punishment. * Your explanation of why people don’t want to watch these movies is a self correcting mechanism as people won’t watch these movies and the actual effects does not realize. * You need to try to clear out how the benefits that you get from these movies like entertainment and awareness do not occur. * We need more strategic POIs.   4:55 | | | | | | |

| **Student Name: Isaiah** |
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| **Motion**: This house regrets true crime movies |
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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 |
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| 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 work on explaining that exaggeration of the stories is the best way to monetize it. * Good illustration of how these kinds of movies are depicted through commissions and exaggeration. * Try to speak in complete sentences and minimize the words like “whatever” while ending your sentences. * Try to speak loudly and clearly - make sure that you maintain eye contact with your audience. * Good work on explaining that there is a massive amount of misguided fascination for these movies which leads to normalization of the violence. * You need more mechanisms to suggest how the violence in these movies can inspire real life violence if that is your case. * Good response to the POI. * You need a more proper explanation for the autonomy of the victims and their families. * We need a more powerful transition to conclusion. * 5:00 | | | | | | |

| **Student Name: Albert** |
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| **Motion**: This house regrets true crime movies |
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| Teacher comments:   * Nice work on explaining that true crime stories have an incentive to represent the actual story. You need to show why they have the capacity to do this. * Minimize the fillers like “like”, “but”, etc. you are using too many connectors and thus your sentences are becoming longer. * Try to explain the investigative process of these kinds of stories and also how you collect information for these movies and explain these movies. * Good work on explaining how people can be more aware of the crime and learn about its nuances. * Nice work on explaining that the entertainment value alone should allow the propagation of these movies. Try to explain why these movies offer a perspective other movies don’t provide. * Try to minimize repetitions in your speech. * 5:00 | | | | | | |

| **Student Name: Selina** |
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| **Motion**: This house regrets true crime movies |
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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 |
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| Teacher comments:   * Nice work on trying to add energy and enthusiasm to your speech. * Nice work on explaining that people are unaware of what is happening as people barely use newspapers. * You need a more robust structure for your rebuttals. * Minimize the random laughter and pauses in your speech. * You need more explanations on how these movies are created and who makes up these stories. * Your explanation of money getting donated to police stations is not a realistic or a frequent scenario. * Try to extend your impacts beyond the spread of information and awareness. * Try to minimize random movements during the speech.   5:00 | | | | | | |