| **Student Name:** Henry Cheng |
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| **Motion**: This house would ban violent video games |
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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:  The speech length for today’s class is six minutes.   * Nice work on showing while you are affected by these kinds of video games and the effects are not bad. You want to explain the moral values, alternative sources of information and real life check and balance that cause people to not act violently in real life. * While you are right in identifying that there are other platforms that are more addicting - the proposition side can be okay with banning them too but there is a specific addiction they want to ban - addiction to violence - so engage with this. * Much better style and presentation at certain parts of your speeches. Let’s try to keep it consistent. * When you explain other games also have toxicity - try to show that toxicity is also moderated a little bit. There are now smarter AI platforms and tools to detect and silence racially charged comments. * Nice work on the impact on the economy - you want to show - how big the violent video game industry is. * While your explanation of stress is correct - try to explain why violent video games are the most accessible form of dopamine release compared to other options that the other side specifies.   6:07 | | | | | | |

| **Student Name:** Evelynne Gan |
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| **Motion**: This house would ban violent video games |
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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:  The speech length for today’s class is five minutes.   * Nice work on explaining that the range of violence in video games increases drastically. * We need to start with a proper hook and you need to make it more emotive. * Good work on explaining that there are better ways to express your anger. * Try to speak more loudly and maintain eye contact with your audience. * We want to also show how the violence in video games lead to violence in real life - we need better. * Noticeable improvement in confidence from last class. * When you say violent video games can control you - explain how that affects your behavior in the game and how it affects your psyche and how it translates to other things.   03:30 | | | | | | |

| **Student Name:** Ashley Hui |
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| **Motion**: This house would ban violent video games |
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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:  The speech length for today’s class is five minutes.   * Nice work on showing that video games are becoming more realistic and people are getting addicted to these games. Try to show why this is happening - show that there is more money involved. * When you explain these games are reinforcing people’s mindsets with ideas of violence - talk about what kind of stakeholders are likely to be influenced. Here children and teenagers come to mind. * Try to explain how games that are banned for children will still * You also need to have a model in your speech and the definition before moving on to your ideas directly. * We need more explanation on how normalization happens. * You want to explain how the harms like racial stereotyping and other kinds of conflicts are basically perpetuated only by violent video games and not others. * You don't say your model at 5 minutes - try to do it early on. Make it like a three step thing.   6:00 | | | | | | |