| **Student Name: Ethan** |
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| **Motion:** TH 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 |
| 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: Speeches are meant to be five minutes in length for today’s class.   * Nice work on showing how educational video games can match the incentives for both teachers and students. * Opposition is less likely to contest that video games are fun. They are more likely to contest if you can make it actually value adding or informative, so maybe work on reinforcing this. * Rather than saying we will legalize - show that we will mandate the use of different types of video games as educational tools for different schools. * Try to show how this will incentivize developers to make different types of games particularly for educational purposes. * Nice work on showing that interest in learning is directly proportional to attention, curiosity and retention during the process of learning. * Try to maintain eye contact with the audience and then also try to be a little bit louder and assertive with your voice. Also try to minimize the use of filler words like “like” in your speech. * You want to explain how the technology has progressed right now to allow this to happen. 4:12 | | | | | | |

| **Student Name: Isaiah** |
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| **Motion:** TH 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 work on showing that video games can be addicting. In your hook itself rather than just saying this will be detrimental - show exactly how this will be detrimental. * Good work on showing that there is a rigorous process required to become a teacher. Try to show why these things are difficult to program into a video game. * While your idea that teachers will slack off and become bad at teaching once they can use video games is true - try to show why we still need attentive teachers when video games already deliver education. * Nice work on showing that you don’t have a big enough market for educational video games right now and thus there is not enough development in this area. Nice work on showing that it becomes difficult to track progress in the game as it currently exists. * While you are correct in identifying that fun entertaining games are likely to attract interest from gamers and thus receive more support - you also have to show why this won’t change even when schools start to introduce games. * Good work on showing that people focus on the win and objective as opposed to learning different aspects of the game. * Much better speech than last time. 5:00 | | | | | | |

| **Student Name: Athan** |
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| This House supports the rise of independent journalism on social media. |
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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 |
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| 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:  Note: Speeches are meant to be five minutes in length for today’s class.   * Good work on showing how video games can improve engagement of students. Link this engagement to a host of benefits that come with learning. * Nice work on showing how there are a range of games that will allow people to build stuff and learn. You want to explain why teachers are likely to use these games. * You also want to explain the current context of game development and how this is improving. * You need to provide more reasons to show why the games won’t be addicting. * Nice work on showing that you will still get scores based on the games you play and there is a motivating factor here. * Good work on showing that we could always have a teacher monitor the game. Try to show why this adds an extra layer of accountability to see how students will use the games.   3:07 | | | | | | |