| **Student Name:** Selina Ke |
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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:   * We need better clarification at our hook. Also try to increase your energy in your hook. * Good work on showing how children are easily bored. Try to simplify your language a little bit and speak in shorter sentences. * Good work on showing how video games can offer better motivation. Try to link here exactly why current measures are failing. * You want to explain the feasibility of learning using video games. They currently have a lot of limitations like addiction and other limitations like lack of educational features in video games and complexity in adding these features - explain why are likely to alleviate these. * Good work on showing examples of some apps that are gamified to maximize engagement for children already. * When you claim children are competitive - explain why that is so. Additionally you also want to show why competitiveness is a good thing as that can also leave them feeling sad as they lose.   3:36 | | | | | | |

| **Student Name:** Aliana |
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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 illustration of the distracting effects of these video games. Nice work on showing how a student's mental health can be affected by these games. * Try to show why you can’t avoid distraction and problems while creating video games. * Good work on explaining perspectives of other stakeholders - but we need larger depths on why children will deprioritize socializing and other things just because they play a few video games. * You need more contextual explanation on how good students are impacted by these video games in a negative way. Explain exactly the limitations of current video games but also what concepts you cannot teach using video games. * When you say gamified apps, they might still have some side effects of the video games - try to show why these are restricted and regulated more than video games - to show that your side supports something different. | | | | | | |