| **Student Name:** Aliana Kwong |
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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:   * We need a better hook than asking people if they know about violent games. * While your idea on how there are alternative ways for people to express themselves is good, explain why they are better than video games as well. * Nice identification that people will be desensitized to violence. Talk about why this happens. * We need to be a little less conversational and more detailed. * We need a more direct response to ideas from the other side. Like trying to deal with their idea of right to expression. * In your argument about these video games mentally draining people, they can still stop playing this, why do you need to ban it? * Try to accept at least one POI. * We need to approach our speech less casually and make it more structured. We need to make it more structured. * Try to make less extreme claims in your speech. * 05:53 | | | | | | |

| **Student Name:** Jacky |
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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:   * Nice work on explaining how people will try to copy the violence in video games to real life. * Try to explain why people are more likely to do the exact same actions. * Nice work on identifying that gruesome scenes in video games will affect kids and other people to feel scared. * Try to speak for longer.   01:19 | | | | | | |

| **Student Name:** Ari |
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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 |
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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 violent video games are still a method of expression. * Let’s try to minimize the extreme remarks depicting violence - we can do that without specifying the details of actual instances of violence. * Nice work on explaining that violent video games do not hurt real people. Try to work more on this argument as well. * We need to explain why the currently available options for video games aren’t as entertaining as the video games. * Good work on explaining some depiction on violence in these video games is derived from reality. * Try to avoid making broad and direct claims about big groups of people. * We need to be a little less conversational and more clear and detailed about our ideas. * Try to speak for longer.   03:57 | | | | | | |

| **Student Name:** Selena |
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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 |
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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 identifying that people will experience violence one way or the other. * Try to speak louder and with more energy - and without laughter. * When you explain, people can distinguish the violence in video games and real life - try to explain how there are legal and social frameworks that stop you from doing that. * You don’t have enough material to respond to the idea that video games harm the mental health of people. We need more explanation to show this. * Nice work on trying to show why desensitization can be a positive thing as you are less affected by the situation. I credit this as a novel perspective but you need a lot more work to prove this comparative. * When you say how you learn to handle real life violence through the video games - you have to show that depiction is realistic.   03:57 | | | | | | |

| **Student Name:** Marcel |
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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** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
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| 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 a better hook that is more realistic. * When you say that people can become horrible killers after being influenced by violent video games - you need to explain these situations psychologically. * You have to link the action of playing video games with the motivation to do real violence in real life. * Nice work on the energy and enthusiasm today. * Good work on showing that kids and other kids might find alternative ways to play the game. * Minimize the use of extreme remarks from your speech.   02:33 | | | | | | |