| **Student Name:** Melissa |
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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 |
| 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:   * You want to contextualize violence in the case of video games. What kind of video games are there and why are they getting more graphic and harmful over time? Maybe the more violent it is, the more it will be sold. * Good work on showcasing the kind of violence that happens in these video games. * Nice work on showing how teenagers and children are influenced highly with these games. A lot of these games are however rated in such a way that kids can’t use them. How will they still be able to access it? * When you explain that people will get angry at the devices, try to also show why this is linked to the game itself more than their own psychology. * You can also try to talk about how when technology gets better and immersive the effect will get more profound. * Nice work on showing how our body and emotions respond to the violence in video games. * You also want to create a model at the top about how you will ban these games. Maybe talk about how you will ban the production and distribution of video games.   4:00 | | | | | | |

| **Student Name:** Aaron |
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| **Motion**: This house would ban violent video games |
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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 |
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| Teacher comments:   * We need a more emotive hook at the top. * Try to minimize the pauses in your speech. * Don’t say stop banning just say “we will allow”. You want to try to prove why the benefits of video games outweigh the harms. * We need more responses in your case. * Nice work on showing that a lot of people in the video game industry will be broke. Try to go beyond the founders - talk about developers and everyone else as well. * You need to explain why people who watch violent video games aren’t influenced by the violence. Show how people usually know what it is. * Nice work on explaining that there are other reasons why people conduct violence in real life. * Good work on showing that playing these games are a major way in which you make friends and maintain those friendships. * You want to try to make and maintain eye contact with your audience. Maybe add a bit of energy to your voice.   4:17 | | | | | | |

| **Student Name:** Jamie |
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| **Motion**: This house would ban violent video games |
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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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| Teacher comments:   * Try to start with a hook. * When you rebuttal, try to summarize the idea from the other side properly and then attack the reasons more directly. * We need a more formal and proper structure for your speech. * Good work on showing that people can differentiate between games and reality. Show here why people are real life consequences * Good work on showing that video games can be educational and fun as a lot of these violent games can teach you about world war and other historical events. * We need a better way to explain our arguments than just saying raging is good. Try to spend some time proving your ideas. Maybe you can try to see how these video games allow people to release their stress. * Good work on showing that you can make a lot of friends in video games.   2:47 | | | | | | |

| **Student Name:** Anthony |
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| Teacher comments:   * Try to start with a hook. Prepare something memorable at the top of your speech. * Good work on explaining when you get addicted to GTA and games of that sort which have direct link to violence and are contextualized in real life, you might think these ideas are cool. * You want to try to engage with the other side as well. * It is highly unlikely that an average person will copy violent things in video games. You need a lot of mechanisms to prove this. * Nice work on explaining the impacts of making a mistake. * We need a better structure for our responses. Nice work to show that founders and creators can work on some other projects that are more family friendly. * Try to minimize the random body movement. | | | | | | |