| **Student Name: Stephanie** |
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| **Motion**: This house believes that children's media should exclusively feature happy endings. |
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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:   * Try to make and maintain eye contact. * Try to add more energy and enthusiasm to your speech. * Good work on explaining how positive attitude and happiness are good attributes to have * You need more clarification on how these movies can still have variety and changes despite having just one type of ending. * Good use of examples to clarify that you can still depict the struggle and real harms. However, instead of the examples try to add more analysis there. * Good work on explaining that children’s preparation for real life should not happen through movies. Here try to explain the harms of teaching them through these kinds of stories. * Good work on explaining that real life experiences are more realistic and valuable to change the children’s perception of reality. * Your impact on emotional well being needs to be explained by showing how happy endings exclusively help to achieve that. * 3:07 | | | | | | |

| **Student Name: Charlize** |
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| **Motion**: This house believes that children's media should exclusively feature happy endings. |
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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:   * Good work on explaining that life is highly complex and the media needs to teach a realistic interpretation of life. * Your explanation of why tragic endings are also important - try to show realistic life scenarios where this is likely. Here you can examine the lives of ordinary individuals who fail, people who don’t get jobs are looked down upon and their lives don’t get better. Explain why children will be able to function and feel better even after these movies. * A nice interpretation of how people having more hope is not always desirable for teaching things like danger or reality. * Try to make and maintain eye contact with your audience. * Good work on explaining that these stories and movies will be highly simplified to make it digestible to children and thus it is impossible to show the nuances of tragedy in these movies. * You want to minimize incomplete sentences and phrases. There are times when you start a sentence and then restart it with a completely different structure. * Try to also deal with alternative ways of teaching and showing sadness and why that is not possible. * 5:16 | | | | | | |