| **Student Name:** Sonja |
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| **Motion:** This house opposes the use of Artificial Intelligence in creating Art. |
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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 a child of that level. | | | | | | |
| Teacher comments: 06:00.87, good work! Lets aim for a consistent 7 minutes moving forward.   * I think the hook has a super solid content and it really hits the issue on the head; why do you sound so not confident though? You need to make sure that you are giving me the best possible tone and emotions to match this! * What happened to the set-up Sonja? Remember, you gotta make sure that you tell me the boundaries and extent of the ban, etc! The POI I asked was pretty much a trap POI to see if you would mess up. * I think you gotta make sure that you aren’t being vague with what your ideas are - for example, when you said you don’t want art to be cancelled; what actually did that mean? * Whenever you are suggesting that something is harmful, like for example, that people create misinformation, you need to make sure that people are really convinced of the harms here. How bad is the misinformation? How difficult is it for us to combat it? Answering these questions would help significantly * For the stakeholders not relating to the art, it's quite dangerous. Because if people really really don’t like the art and have no attachment to it, then is it really going to be so popular that people are willing to buy it more compared to the usual art? * Good pre-emptiveness! Much better tone and sass too with the way you began at the beginning. * Good comeback on the issue of misinformation! The earlier comment applies.   Speaking time: | | | | | | |

| **Student Name:** Evelynne |
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| **Motion:** This house opposes the use of Artificial Intelligence in creating Art. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 04:11.51, good work!   * Nice hook! Make sure you hype yourself up first before starting the speech! I gotta feel your passion and energy. * Rebuttals   + I think you want to point out that AI is actually still really bad for artists; mostly because AI steals motif from other artists or pieces of artwork that exist online in order to generate art! This is why it's wrong to learn from AI instead of art, because it literally is made off stealing!   + Make sure you are dealing with the argument made about how people perceive art - meaning that it's elitist and inaccessible. * You suggested that people should stick to the usual art in terms of production, etc. The main outcome was people can view and appreciate this art - make sure you tell me how this hurts the local industry! Does it mean that people who try to naturally create art get left behind because they take more time, etc? * Try to make sure you plan out your speech in advance! I think you would really benefit from following the **Claim - Reasoning - Evidence - Impact** model of things. | | | | | | |

| **Student Name:** Amber |
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| **Motion:** THW 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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 06:49.38, good work!   * I appreciate that you had a hook; but I think the hook was more about video game addicition and living in a fantasy world compared to violent video games! * You should go further to explain as to why it's likely for people to be able to get away with watching and or playing these violent video games - is it because parents are too busy, and or people don’t care enough to enforce these laws? * I think you can go further for the violence is the answer point; you can go further to suggest that people actually end up becoming desensitised to violence - meaning that they are not bothered by violence and blood anymore! What's the harm of this? * I think you want to impact your argument further; for now, at best, I believe that someone might perhaps hit someone. But, I think you can explain that this is really bad - it's something that people can’t recover from. They go to prison, etc, for violent acts. * Good best case worst case analysis! | | | | | | |

| **Student Name:** Tania |
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| **Motion:** THW 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 accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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 a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 07:30.87, nicely done!   * I think you could have given me a hook that was more artful and tasteful! Try to match the energy brought by the previous speakers. * Good rebuttal; I like the distance you were able to paint between video games and people committing crimes! * For the part about people watching things they shouldn’t do; you may want to proceed to explain why the vast majority of people don’t manage to escape regulations because shopkeepers, etc, won’t sell these products to you if you are underaged. This means that the impact is pretty small! * I like the argument you were able to give for why people are not motivated to commit violence via video games; you can go further by saying that people know what is and isn’t right, and people are fearful of the consequences of being violent in real life! * I think you need to make sure that you are at least explaining the value of violent video games; what are they good for? Why should I respect the right of people to access it if it comes with so many harms? * Excellent hand gestures and eye contact! I also like the reasonableness you had in this speech. * I like the art angle! Tell me why the right to enjoy art is something that the state or government can never interfere with. * Good best case/worst case scenario! | | | | | | |