| **Student Name:** Isabella |
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| **Motion:** THW use Artificial Intelligence (AI) to judge criminal cases in court. |
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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: | 70 | | | | | |
| 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:   * I think you have a great amount of projection and volume; keep this up. I like how assertive you are as a speaker! * Try to make sure that you have a hook to start your speech; a hook is essentially a sentence that dramatically tells me about what your case is mostly going to be about. * For the set-up part of the debate, I think it was not as helpful for you to list out all the definitions of the principles of criminal justice - it might have been a lot more strategic to immediately talk about what the AI is, how the AI works, how it is made, and finally, how the AI will decide. * For the argument about judges being biased, try to first make sure that you are layering this with quite a few reasons for why this happens. Try to talk to me about the training the judges receive, how the judges perceive life, how hard it is to detect bias, etc. * Try to make sure that you are structuring your argumentation; try to make sure that you are firstly using the CREI structure and that you are also signposting actively as you move through the argumentation! * Try to make sure that when answering a POI, that you aren’t spending too much time answering the question. A direct and simple answer is more than enough. * Try to make sure that you are looking at me more; I felt like you were looking off towards the side a lot! * I like the idea that the CJS is going to be perceived as soft and not hitting the core issues enough; but how does this happen? More importantly, how does AI solve the problem?   Speaking time: 05:17.12, good work! | | | | | | |

| **Student Name:** Tania |
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| **Motion:** THW use Artificial Intelligence (AI) to judge criminal cases in court. |
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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: | 70 | | | | | |
| 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:  Speaking time: 04:21.15, good work!   * Nice hook! Good use of comedic elements as well. * Good signposting! * For the rebuttal, since your argument is very similar to the rebuttal, you can just point out to the judge that you will be addressing the point in your argument and deal with it there! This is called integration and its a great idea to make your speech more compelling. * I like the idea that there has to be a human element to court; why is this the case and what is the human element? You can point out that human judges are able to take into account emotions and different circumstances, while an AI might not be able to. (E.g., being less harsh to a criminal because they had a mental illness and or came from bad situations.) * I like the idea that the AI could be biased; but this is underexplained. I would recommend that you break down the argument into: 1. What is AI? 2. How does the AI make the decisions? 3. How does the AI end up making biased decisions? * I like the idea that some people will feel like they cannot trust the system; try to tell me more about this feeling of having no shot at winning. You could say that some people will not report crimes to the authorities as they do not feel that the justice system will actually be fair? * Good pre-emption; try to make sure that you are giving me numerous reasons for why your opponents argument is wrong. | | | | | | |

| **Student Name:** Sophia |
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| **Motion:** THW use Artificial Intelligence (AI) to judge criminal cases in court. |
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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: | 70 | | | | | |
| 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 hook! * Try to make sure that you are actively using hand gestures and that you are making eye contact with the audience! You were looking down at your speech paper way too much in this speech. * Rebuttal: You could also mention that most AI companies also really want to make sure that they have a flawless AI - as if it is exposed that their dataset is biased, this has huge consequences for the company. * For the idea of corruption, I understand that human judges are susceptible to corruption. But try to tell me more about why it is difficult to really combat this corruption; is it because its difficult to prove and or track corruption? * For the limited information rebuttal, I was slightly unclear of what this was responding to or what the impact of it was in the debate. Clarity has to be focused on here! * Try to first talk to me about why racism and bias in human police and judges are something that we cannot fix at all; is it because it is difficult to prove bias and racism and that people do not want to report people that they suspect are biased due to fear of consequences? * Interesting and mature take on why people form and join gangs. * Try to make sure that you are telling me about how people cannot move away from their bias and how their bias is formed; is it through social narratives, media, etc? This is important as it shows me that this is something that cannot be fixed easily. * I wasn’t too sure about the value of telling me about the principles of the criminal justice system; it did not seem like it was very relevant or pertinent to the debate as a whole. Try to be strategic about what you talk about! | | | | | | |

| **Student Name:** Honsum |
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| **Motion:** THW use Artificial Intelligence (AI) to judge criminal cases in court. |
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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: | 70 | | | | | |
| 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:   * For the hook, try to move away from question based hooks, and instead try to give me a clear and emotional statement! * Good signposting! * Try to make sure that you are making eye contact with me; I feel like you were looking up at the corner of the room quite a bit - look at the judges forehead if you are feeling awkward about eye contact! * I feel like you are moving through the speech a bit too quickly; try to make sure that you are actively taking the time to really lay out the argumentation for the judge. * For the rebuttal on judge corruption; you could point out that there are ways to identify and punish corrupt legal decision makers. I also think that you would have been in a good place to talk about how AI could produce similar or if not worse corruption as these AI are made by private and profit seeking companies. * Try to make sure that you are actively gesturing with your hands - you kept them on the podium most of the time! * Good work for not taking a POI in the middle of the speech! Good response to the POI as well. * The argument about job loss was pretty smart; but are these judges really not gonna be able to find another job? * The argument about humans needing to be judged by humans + the empathy of humanity needed a lot more reasoning for it to be effective and believable. You need to make sure to give these arguments equal attention as the rest!   Speaking time: | | | | | | |

| **Student Name:** Henry |
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| **Motion:** THW use Artificial Intelligence (AI) to judge criminal cases in court. |
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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: | 70 | | | | | |
| 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 volume and projection! Nice reference to the WUDC 2016 finals. Try to make sure that your hook represents the main push of your case though. * Excellent signposting! * Try to mitigate the arguments of your opponents first before responding to it; this means, telling me about why AI is unlikely to be biased first and then going into the argumentation on why judges are likely to be more biased. Try to make sure that you are giving me independent reasons here for why the judges will be more biased. * Good hand gestures and eye contact; try not to pause and think about what you’re saying in the middle of your speech though! * Try to make sure to tell me about why judges cannot put their emotions aside in a case; is this because judges are just humans too at the end of the day and that some cases can be very difficult to be objective in? * I also think that talking about how and why emotion is so terrible right after the rebuttal above would have been great. This would make it much harder for the other side to rebut you easily! * Try to make sure that you are resolving the disagreements within the debate in your speech; this is because I think you have quite a few good rebuttals, but none of them are conclusively sealing the deal for your side of the debate. Try to make sure to explain the value of the rebuttals/clashes to me as you’re going through them!   Speaking time: 04:25.43, good work! | | | | | | |

| **Student Name:** Maddie |
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| **Motion:** THW use Artificial Intelligence (AI) to judge criminal cases in court. |
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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: | 71 | | | | | |
| 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:  Speaking time: 05:49.58, good work!   * Good effort for the hook! I don’t think that the focus should have been on job loss though; the debate seemed to be all about fairness, so a hook on this issue would be good. * I like the idea that judges are a lot more trustworthy because you can put a face to the person; try to make sure to talk to me about all the reasons for why people may have some concerns for the trustworthiness of the AI; is it because the AI is not transparent in terms of how it works, etc? * You can also point out that judges are quite accountable because you can appeal the decision of a judge to a higher court, * What is the moral harm of sending someone to prison with AI? Is it because the person was not given a fair chance to be judged by their own peers? Is it because humans can take into account the nuances and complexities of emotions and life while an AI cannot? * You could also point out that it will be quite difficult to question the decisions of an AI as AI is pretty much assumed to be superior to humans in terms of efficiency and objectiveness; if this is the narrative and case, then how might people question these decisions? * Good tracking of the other side’s arguments and the rebuttals were quite on point! * I wasn’t too sure about why the AI would not take into account the circumstances of the person being charged and etc. If something is a main premise of your argument, be sure to really reinforce it with a ton of argumentation! | | | | | | |

| **Student Name:** Andy |
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| **Motion:** THW use Artificial Intelligence (AI) to judge criminal cases in court. |
| --- |

| 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: | 69 | | | | | |
| 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:  Speaking time: 05:05.77, good work!   * Try to make sure that you are starting off your speech with a strong and assertive hook; you need to make sure that you have a strong stage presence! * Try to make more eye contact with the audience and don’t look at your speech paper too much! * Try to make sure that you are giving me active hand gestures! * When you are a whip, you need to make sure that you are arranging your speech into several clash issues. This helps to make sure that the judge understands what the main clash and issue is, and what the main reasons for why you are winning. * I like the idea that AI is going to be fair without emotion; try to bring back your partner's reasons for why this is very difficult to do in your speech! You could also add more reasons here for why this is true. * I like the idea that criminals may not take the law seriously; but there seems to be some steps that need to be explained before you get to this point. Is it because human judges have been shown to be easily corruptible, etc? * Good call out that the human judge and AI likely have the same type of information! * Try to make sure that you are actively telling the judge about how and why you are winning the clashes; remember that a whip speech is not just a rebuttal speech, but it is an active comparison between your team's arguments and the other side's arguments! Try to tell me about why your team has been more true and impactful compared to the other side. | | | | | | |

| **Student Name:** Ari |
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| **Motion:** THBT creating new lead characters for minorities is better than recasting them in existing roles already played by other actors/communities . |
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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: | 69.5 | | | | | |
| 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: 05:01.99, good work!   * Nice example in the hook! * Try to make sure that you point out that the other side is arguing through examples only! * Try to make sure that you are recapping the reasons for why your argumentation/team's argumentation was true to begin with; it seems a bit too dismissive right now! Try to take their unique desires and impacts into account. * Try to make sure to tell me why people will not be accepting of the rewrite; it isn’t just because of racism, but it is also the case that minorities may feel like they are being used as props for profit. Besides, it may also be a lot of pressure for the one actor to carry the hopes and dreams of their own community! * I like the way you explained that these original works will produce better outcomes for the people who matter the most; try to make sure to then tell me all about why it is the case that these movies will succeed! It could be the case that people in general!   Speaking time 05:50.32, good work! | | | | | | |