| **Student Name:** Melody |
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| **Motion**: THBT the involvement of celebrities in politics has done more harm than good |
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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:     * I think you have a wonderful speaking voice; I do think you need a bit more volume and projection though! Make sure that you have some emotion as well - for instance, I wasn’t too sure of how I was supposed to feel about Taylor Swift in your hook. * On the set-up; this is more harm than good debate - which means that you don’t need to have a policy; just tell the judge what you would prefer instead? (E.g., you prefer that celebrities stay out of politics.) * Misinformation; what do you mean by misinformation in this case? Why are celebrities able to spread it without any real consequences? You could talk about how there is no law to punish people for spreading false information, etc. * I want you to make sure that you are also fixing your style; I think a relaxed vibe suits you - but you need to make sure that you are compensating with hand gestures and eye contact!   Speaking time: 03:23.60, good work! Let’s aim for 4 minutes next time. | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: THBT the involvement of celebrities in politics has done more harm than good |
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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:   * I think the hook was a bit underwhelming; I think you can give me more passion and energy! * Good counter re: attention! You need to make sure to layer here inmediatly and explain why the celebrities are likely to spread misinformation. (You need more than just celebrities to be just humans, you gotta give me motivations, etc.) * I understand what you mean by the engagement is not going to be sustainable; but I think you need to pick and choose your battles more wisely. It still feels like they ultimately will get more attention and engagement vs. you at this point! * I think there was a bit of unresponsiveness in this speech; you gotta make sure to flag where you are clashing/rebutting the speaker before you! * What’s the process of an issue being oversimplified? What does it look like? I think I need these details in order for me to truly understand and value your content this way. * Don’t take a POI mid sentence! * I also think the misinformation angle is a bit unclear; how does this misinformation occur? * Good examples!   Speaking time: 08:47.57, good work! | | | | | | |

| **Student Name:** Giselle |
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| **Motion**: THBT the involvement of celebrities in politics has done more harm than good |
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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:   * I think you gotta start with more energy Giselle! * I think the issue is not so much about opinions and or freedom of speech; it is about who has the most influence and whether that influence is a good/bad thing! Make sure to focus on this! * Solid response regarding PR teams and how they help to make sure that a celebrity is actually right; could you tell me why a celebrity has the incentive and the desire to be correct though? Is it because their career can be very negatively damaged if they are purposefully misinforming people, etc? * Good weighing on your impact; make sure you explain why the impact is super important! Does it cause people to be more engaged, be more involved, etc? * I think you had a great explanation for why more people would become engaged with politics; I think you gotta make sure to deal with some of the critiques from the speaker before you though! For instance, you suggested that people would make more decisions, etc on the elections - but make sure that you tell me where and how they are going to get correct information!   Speaking time: 08:55.39, well done! | | | | | | |

| **Student Name:** Jaylan |
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| **Motion**: THBT the involvement of celebrities in politics has done more harm than good |
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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:   * I think you sound far more confident today! Good work! * I think you do need to increase your volume projection though; you’re saying good things but I might not be able to catch all of it due to the low volume! * When responding, try to deal with the underlying premise of the other side - for instance, the other side suggested that celebrities can have good information; this assumes that celebrities have access to good information. Is there anything you can think of to counter that?   Speaking time: 01:11.21, well done! | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: THW ban the use of Artificial Intelligence in the creation of 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 child of that level. | | | | | | |
| Teachers comments:   * Good hook! Very nice illustration for why AI art isn’t quite art. * I think you gotta make sure that you are explaining why the stories are exclusive and so meaningful to begin with; Why can’t we get these stories from AI? Is it because it isn’t as impressive, etc? * I understand that there is an issue with the AI art - but why is this significant and important? When you mentioned stolen art, you can actually go much further - which is that you can mention that people lose their jobs, OR people don’t enter the art industry at all anymore. Why spend years learning fine art if someone is not willing to respect your work? * The copyright issue can be linked with the impact above; if people are stealing art from each other, does it mean people won’t post their art anymore, etc? * I think you need to rebut Louca’s claim that you can just use AI for inspiration and to get your ideas fleshed out - why is that unlikely to be the way people use it? * What happens when the value of art decreases? Is it the case that now people don’t feel the need to invest in museums, etc? How does that destroy the way we see art? * AI does not have emotions - it can only replicate, that is pretty much the premise of the last argument you were making! You wanna check out a phenomenon called uncanny valley. * I think you gotta work on your structure and signposting! I can flow with you because I’m used to you, but I can see a judge who has not met you before getting lost sometimes. Make sure you walk the judge through the speech!   Speaking time: 07.24.57, nicely done! | | | | | | |

| **Student Name:** Alvina |
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| **Motion**: THW ban the use of Artificial Intelligence in the creation of 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 child of that level. | | | | | | |
| Teacher comments:     * Try to move away from the imagine if type of hooks - I’d like to see something more artistic and emotional for you! * When you suggest that there are new genres to be discovered etc, give me those details! What are these new genres? Why are they a priority for this debate? * I think you gotta up your energy Alvina! I need to see that fierceness from you. * I think you gotta make sure that you deal with Amanda, especially when she suggested that people are likely to lose jobs, etc, from the AI industry? * Good explanation for the originality of the AI work - I think you can go into more details here, such as how people perceive the art, etc. Are people more likely to get invested in the art, and the art scene in general? * I think the speech felt a bit too defensive - it seemed that the proposition managed to put you guys on a foot that made you wanna explain how you are not so harmful more than anything - in that context, you really want to make sure that you are hyping up the positive impacts AI has on society and art as a whole! * I think you wanna make sure that you are explaining why the impact of more people getting art is valuable - is it because it gets people more invested in art, etc? * Great work on the comparative rebuttals!! Don’t spend too much time on it though. * You gotta manage your time better next time!   Speaking time 07:50.27, nice! | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: This house believes that the rise of "Fandoms" has done more harm than good. |
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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:   * I think that was a solid observation in the hook; but I think you really need to sound a bit more assertive! Give me some intensity here. * Re: communities. I understand that conflict can happen - but I really need more details. You could talk about how stan culture really is quite devoid of logic and its mostly vibes. If there is a perceived slight against someone, then the fans go for the person who did something against the idol. TLDR; need more details to do. * Re: Marilyn Monroe - you could also mention that the decline in fame for an artist is also a really tough thing to face. Tell me the impacts of how we perceive Marilyn Monroe today! It has spillover effects for how society as whole treats women, etc. * Good argument that people may not really consent - you could also mention that fame itself is pretty lucrative. Even then, consent can be withdrawn - the difference is that in this case, celebrities can’t. * The tone at the end when you were talking about how all idols aren’t bad people is the tone I want you to take on for your speeches! It’s persuasive. * Time management is a problem!! Entered the clashes at 4:58. * Fandom hatred; how does this impact people and their interests?   Speaking time: 05:40.11, good work! | | | | | | |

| **Student Name:** Andrew |
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| **Motion**: TH, as the animal rights movement, would aggressively shame non-vegetarians. |
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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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| Teacher comments:   * Nice hook, but I feel like you could have employed a tone that was more assertive and or emotional here to add impact to the hook. Also, you wanna make sure that you are getting into your argument a bit sooner. 1:00 minute on a hook is a bit too long. * Nice signposting! * Why is it likely for you to start arguing back? Fair enough that shaming might be unreasonable, but you gotta analyse this. * You can also mention the fact that most people are actually pretty pro eating meat. How does this affect the way the arguments are received, etc? * When you say this policy of shaming will spread hatred, what do you mean? How will this hatred manifest and appear? * You want to assume the best of the proposition though; what if shaming works? What if it truly causes behaviour changes? You wanna do the even if; why is this something we truly cannot afford to do as the animal rights movement? * You gotta up the volume and tone! I need more swagger and flow from you. You’re saying smart stuff, but it won’t be received well if you don’t sell it. * You also wanna consider the potential drawbacks of your case and explain why those don’t matter as much!   Speaking time: 05:28.81, nice work! | | | | | | |