| **Student Name:** Amy |
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| **Motion:** TH supports the popular use of platonic AI companions. |
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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:   * Try to make sure that you have a hook! You must do this. A hook is what shows the judge what shall be happening in your speech. * You need to be able to project your voice without being told to do so; do be aware that your judge is sitting pretty far away from you! * Try to make sure that you are actively telling me about what the characteristics of this AI is; how could it understand someone and or support them? You could talk about how AI has pattern recognition and is getting quite close to being like us right now! * Try to make sure that you are telling me about who specifically is the target audience in this debate; what kind of person would need this type of companionship? Might it be someone who perhaps does not have anybody else in their life? * Try to tell me the impacts of loneliness; if you convince me that loneliness is a super large problem, then, you can convince me that some unorthodox AI friend is necessary! * Try to make sure that you have a diverse range of hand gestures! Good work for keeping it consistent throughout your speech though.   Speaking time 02:29.52, good work! | | | | | | |

| **Student Name:** Aiden |
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| **Motion:** TH supports the popular use of platonic AI companions. |
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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: 01:06.71, I think you can do better next time! Try to aim for 3 minutes at least.   * Nice hook and good hook! You don’t have to actually engage with the audience by asking them a question directly. * Try to maintain your composure; don’t break out into laughter! * What happened to your rebuttal? You gotta make sure that you’re actually responding to the speaker before you! * Good hand gestures but I think you could have done way better with them being more consistent. * You gotta try way harder to create your arguments; where’s all the structure of C-R-E-I? | | | | | | |

| **Student Name:** Candice |
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| **Motion:** TH supports the popular use of platonic AI companions. |
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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:   * You need to have a hook Candice! * Great hand gestures! * Try to tell me why people are happy using the AI bot; you could give me some context here about how specific types of people try to use AI ChatBots - these are people who probably don’t have access to relationships for a little bit! * Try to make sure that you don’t lose your composure; don’t laugh during your speech! * You gotta take your own speech seriously! If you don’t, there’s no way that the judge can! * Don’t be distracted by your opponents; make sure that you don’t let your opponents reactions etc affect you! * Really smart argument about how you need to be ready for when you eventually get a friend again; I wish you layered this a bit more! * Try to make sure that you are actively impacting your argument; for example, what is the harm of people not having anyone or anything to speak to? What is the benefit that comes with people having access to this AI?   Speaking time: 02:56.65, I think you can do better! Let’s aim for 4 minutes next time. | | | | | | |

| **Student Name:** Jaylan |
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| **Motion:** TH supports the popular use of platonic AI companions. |
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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:   * Good hook! Try to sound a bit more assertive though; you can start with a sharper tone! * What is the value of a “True Bond”? Try to make sure that you don't leave your argument up to vague terms! * I understand that most people probably have a friend or so; but you need to tell me about how you might encourage people without any to make friends - for instance, you could talk about how people can access meet-ups, online games, etc, that have real humans to make friends with! * Try to make sure that your rebuttals are focused on the specific reasons given by your opponents; also, try to tackle their most important claims! I think the argument about how you can use AI to prepare for your eventual real life friendship is perhaps not that great of an idea. * Try to make sure that you are telling me about the process of how someone can gather a friendship(s)!   Speaking time: 02:43.13, let’s aim for 3 minutes next time! | | | | | | |