| **Student Name:** Jaylan |
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| **Motion:** TH opposes the rise of philatro-tainment |
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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! The volume you had at the beginning of your speech was perfect. * Try to make sure that you are not gripping the podium; keep your hands free to gesture! * Try to make sure that you are making more eye contact; I think that you were looking at your paper too much. * In your set-up, try to make sure to give me a standard or two for why you consider philatro-tainment to be harmful. * Try to take a more active position in preparation time; I want you to make sure that you are brainstorming for arguments first and then continuing on to prepare your arguments. * Try to make sure that you are also arranging your arguments into CREI arguments and that you are actively signposting each segment of the argument as you move through it. * Try to make sure that you are actively trying to break down the impacts of your case to the most vulnerable actor. You also need to make sure to narrow it down to what the specific impact is! * You gotta speak louder and more consistently throughout your speech!   Speaking time: 02:12.15 |
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| **Student Name:** Candice |
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| **Motion:** TH opposes the rise of philatro-tainment |
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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 seem to have a firmer stage presence this time around. Good! * Try to make sure that your hand gestures are consistent. * I like that you are starting to do pre-emption; but make sure to get through the rebuttals first before you get there! * I like the idea that these influencers are not actually helping anyone; try to tell me more about how many of these videos can be staged and etc, as this helps to embolden the credibility of your argument. * What does using poor people for clout do to the poor and how does that impact the charitable scene as a whole? * Try to make sure that you are giving me at least three sub-explanations for each independent reason of your argument. This really will help to expand on your speaking time + quality of argumentation! * Good eye contact! * Try to make sure that you are giving me more than just one reason for why your opponent's argument is wrong; this helps significantly to make sure that the average person will believe you over your opponents. * You gotta speak louder and more consistently throughout your speech!   Speaking time: 03:04.48, good work! |
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| **Student Name:** Amy |
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| **Motion:** TH opposes the rise of philatro-tainment |
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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:**   * Don’t acknowledge and make it a large issue when you stumble in your speech. (E.g., wait wait wait, etc!) * Make sure to keep your hand gestures and eye contact consistent! * I think that you could use a much louder voice that is coupled with a more emotional tone. * Try to be more direct with your responses; you need to make sure that you are actively talking about what the speaker before you said and what that was harmful without around three reasons. * I understand the idea of possibly faking the videos; but there seems to be a lot of reasons for them to not fake the videos. What if the videos are real? What is the harm then? * I like that you are trying to be pre-emptive in the speech! Keep this up! * You are not swallowing your words today, good! * When you say that children are going to learn the wrong things from this show or speech, what exactly do you mean and what is the wrong thing in mind? * Try to make sure that we are actively taking into account what the other side says when you are rebutting!   Speaking time: 03:41.39, good work! |
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| **Student Name:** Jaylan |
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| **Motion:** THBT social media has done more harm than good for friendships. |
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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:**   * Nice hook content! Try to take a big gulp of water before starting so that you don’t sound hoarse/you can go louder! * I think that you can extend your rebuttals more; you should aim to give me at least 2-3 reasons for why your opponents are wrong. Also, be sure to give me an even if - which means, assuming that you are wrong about your rebuttals, why is your argumentation still more important? * Try not to take back to back POIs - take one and then move on! * I like the idea that you can connect with people based on their interests and or you can still be friends with people despite the distance; try to talk to me about how this is the best and only to connect. The reason for this is because there are other options for people to pursue (E.g., using zoom, etc.) so you need to explain why social media accounts are the best version of this. * Try to make sure that you are actively using the CREI structure to build your argumentation. You need to make sure that you are signposting your argument according to this! * Why is social media the unique and or best place to share interests and or funny things? Always remember to explain how and why your argument is uniquely the best! * Try to make sure you show me that social media will be used responsibly; this is critical for the argument to have some weight and bite to it!   Speaking time: 04:00.58, good work! |
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