| **Student Name:** Bea |
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| **Motion**: TH regrets the media focus on the private lives of celebrities |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
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| 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 want to make sure that you are intentional with your tone and pacing with the hook; I think you really need to bring the dramatics up with a hook, especially at first! * I think you wanna slow down ever so slightly; at times, you are way too quick to fully understand! * Nicely done on the counterfactual; you wanna perhaps layer the truth aspect of things a lot more! * I think the arguments are fine, but you gotta make sure to be priming them to be easily accepted by me. For instance, why should the children and family members be a group of people we don’t target? Especially if these children and family members benefit from that privilege? * Tell me about the impacts on social issues! Don’t just say it could. * For the argument re the impact this has on celebrities; you could actually make this more specific to vulnerable actors - for instance, you could look to examples such as Sydney Sweeney, etc.   Speaking time: 04:44.32, lets aim for five minutes next time! | | | | | | |

| **Student Name:** Renee |
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| **Motion**: TH regrets the media focus on the private lives of celebrities |
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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: | 70.5 | | | | | |
| 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:   * Very nice energy and hook at the beginning! * I think you want to make sure that you are doing the counterfactual/the world you live in first before you jump into the rebuttals! * I think the rebuttals were fine; but personally you could make sure to add more layers here for why the other side is wrong! * Good example re: Christina Grimmie! * I wasn’t too sure about the realistic standards argument; aren’t celebrities so much better off than us? Wouldn’t focusing on their private lives technically give us more unrealistic expectations because we would be comparing our private lives to theirs? * What is the harm of people believing the wrong thing about a celebrity? I think for these types of arguments, you want to make sure to start with the base question of why it's necessary for us to know our celebrities   Speaking time: 06:19.21, good work! | | | | | | |

| **Student Name:** Oscar |
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| **Motion**: TH regrets the media focus on the private lives of celebrities |
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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 like the hook! * I think if you are talking about the right of privacy; you wanna make sure to first prove that celebrities have a right to privacy to begin with - why is that the case, despite them being in a field where privacy is not quite a given? * I think you want to make sure to explain how and why these things like focusing on social issues will actually happen! I think the response you gave to the POI was actually really on point! * You gotta keep the hand gestures and the eye contact consistent! * When you suggest that people will be judged on their skills and talents - why? At the same time, why is this something that is good? Does it make the acting industry more meritocratic? Does that mean more people on nett can succeed?   Speaking time: 04:49.41, good work! | | | | | | |