| **Student Name:** Bea |
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| **Motion**: THW ban the use of Artificial intelligence in creating Art |
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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:   * Remember to give me a hook! A hook is basically an opening line that gives me an idea of what it is that you are going to talk about. * Good definitions and set-up! Remember to clarify how you would oppose the use of Artificial Intelligence in creating art - is it that you can’t use it when you are producing and selling art? Or is that you can’t use it in any situations? * I think you could have a great flow as a more assertive speaker - I gotta feel the energy and passion in the claims! * When you suggest that AI can only replicate art - why is this a bad thing? Might there be some ethical concerns here? (E.g., art being stolen via AI, etc.) What might some reactions to that be? * I think the debate is less about the limitations of AI - because right now, a lot of the things you are suggesting are reasons for why AI isn’t good at art, not so much why it can be dangerous and or harmful for artists! Make sure that you are telling me the impact of AI in terms of compensation, etc.   Speaking time: 05:36.17, good work! | | | | | | |

| **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! | | | | | | |