| **Student Name:** Bea |
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| **Motion**: THBT idol culture in K-pop has caused more harm than good for both K-pop idols and fans |
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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: | 71 | | | | | |
| 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:   * You gotta start with an opening line Bea! You need to make sure that you are giving me some kind of hints as to what your speech will be dealing with. * I think you need to make sure that you are having a good tone! I think in general the speech was not so stylistic; gotta make sure to up the energy! * I think a lot of the speech was spent explaining that the culture is unhealthy; without really comparing it to the alternative that may replace it. How would you prefer for K-Pop to be perceived and done? * I think if you are doing a pre-amble pre-argument, make sure that the judge knows that! * Why do you think it is the case that K-pop idols continue to be idols despite such terrible conditions in the industry? Is it because of the expectations of their fans? This could be a good impact! * You could also go further on the impact of the unrealistic expectations of people, etc: You could go further to explain that people throw away their futures, schooling, etc, just to make sure that they can even participate in a K-Pop group? * How does idol culture specifically link to the expectation of artists, etc? You need to prove that this culture makes the expectations worse! * Good speed and pacing though!   Speaking time: 08.11.76, good work! | | | | | | |

| **Student Name:** Jacky |
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| **Motion**: THBT idol culture in K-pop has caused more harm than good for both K-pop idols and fans |
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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: | 71 | | | | | |
| 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:   * Solid hook Jacky! * Rebuttals   + Good identification of the argument! (Re: Meritocracy), you want to go further to say that people in general THINK it is a meritocracy - but it actually isn’t!   + Good call-out on how the argument is convenient; but you need the make sure that you explain why the argument is convenient!   Argument 1: Engagement with fans   * I think the first thing you wanna do is to explain how exploitative this is for the fans; it is not just that people spend a lot of time for the bands, but money too in terms of merchandise, etc. * Parasocial relationship - I don’t know if this is really exclusive to K-Pop, do you have a specific reason for why this argument is mostly applicable to K-Pop? * I understand that the K-Pop industry creates parasocial relationships; but what is the impact of this? Is it the case that people are super toxic to each other in communities, etc? You gotta tell me what it looks like! * You gotta up your eye contact and hand gestures Jacky! I think your style was not as impactful in this speech. * I think you have great analysis for why the industry is terrible and the relationships are terrible; but the last part of your argument regarding why the industry becomes terrible and people start slinging at each other was great! I wish you got there sooner.   Speaking time: 08:52.38, good work! | | | | | | |

| **Student Name:** Oscar |
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| **Motion**: THBT idol culture in K-pop has caused more harm than good for both K-pop idols and fans |
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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:   * Don’t refer to your opponents by name! Just refer to their speaking position, don’t give them power. * I think you might want to make sure that the speaker before you doesn’t get the chance to dunk on your partners. * You gotta make sure to layer your argumentation; for instance, when you suggested that people are easily flippable against their idol; you need to make sure that you explain why this is true! * You need to make sure to lay out all the reasons for why these idols are uniquely oppressed or treated terribly by their fans and or idols! Especially in a context where your opponent is giving an opposite analysis. * You gotta have more direction in your speech! I wasn’t sure of what you were proving; get the strategy down!   Speaking time: 06:57.98, good work! | | | | | | |