| **Student Name:** Ethan |
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| **Motion:** This house believes that the rise of fandoms has done more harm than good. |
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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 |
| 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:  Note: Speeches are meant to be five minutes in length for today’s class.   * Nice work on the hook. Try to extend your hook a little bit. Your hook doesn’t need to be just one sentence. * Good work on definition and explanation of how fandoms have risen. * Rather than using analogies to show how fandoms look, try to explain how exactly they create the problem that you describe. * Try to talk about why there is no incentive to make fandoms better. Talk about why it can’t have structured and helpful discussion. * Nice work on explaining that people get more defensive about their opinion and they create hate. Try to explain what they gain from it. * I don’t know what “wokeness” has to do with fandom. Also, the use of the word mind virus can be done without reference to the wokeness in this debate. * Don’t give yourselves bigger burden that are difficult to solve. Nice work on explaining that people will go to great lengths to capture the attention of their favorite celebrities. Explain harms to privacy. 7:00. | | | | | | |

| **Student Name: Isaiah** |
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| **Motion:** This house would require meat packaging to include graphic images of animal suffering |
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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 |
| 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:  Note: Speeches are meant to be five minutes in length for today’s class.   * We need a better hook - that needs to be more emotive. * Nice work on explaining fandoms can coexist as well - try to explain how they don’t have to contradict each other. * Also talk about the unity and the bond within the fan base. * Nice work on explaining that you cannot generalize the entirety of fandoms based on the action of some fans. * You need more explanation on the type of discussions they do. Don’t just say healthy and positive discussions. Explain why they are likely to engage in such discussions. * Good work on explaining how fandoms add meaning to people’s friendship and identity. Try to explain why there is a crisis of that kind of relationship in the current world. * We need a lot more comparative work. * 5:00 | | | | | | |