| **Student Name: Isaiah** |
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| **Motion:** This House supports regularly reviewing and reducing the number of friendships in your life. |
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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 explaining that AI friends will be available all the time in all conditions. You want to explain why that is necessary. Talk about how this can be useful when you are vulnerable and sad. * You also want to contextualize relationships and friendships and explain what people want out of a relationship. You need to link this to how AI is becoming more realistic and nuanced. * Good work on trying to incorporate hand gestures in your speech. * When you explain people will lose trust in companies that sell their data - try to explain here how competition mechanisms in place means another trustworthy company will be more popular. * Good work on explaining that more informed AI can personalize experiences and help you better. * Nice work on explaining that we could also have human friends and also AI friends to compensate for the lack of friendship. * You can also explain how AI friends are learning and improving at a drastic rate and will learn to help you better as the technology progresses. Try to also explain how they can be a bridge to real life friendship. Also, try to speak faster. 5:10 | | | | | | |

| **Student Name: Charlize** |
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| **Motion:** This House supports regularly reviewing and reducing the number of friendships in your life. |
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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.   * Nice work on explaining that robots cannot fill out the emotional vacuum that is left by people. * When you explain AI is completely empty. Explain why it matters more than what it appears to be. Explain that this knowledge that AI cannot feel will always make humans feel inadequate. * Good energy and enthusiasm in your speech. Try to make and maintain eye contact in your speech. You are looking at your paper for most of your speech. * Also try to structure your ideas into claim, reason, mechanism and impact. * Good work on explaining that the ability for AI to help emotionally is limited. * You are making too many claims. You want to prove each claim before moving on to the other one. * You need to have a proper response to the claim from the other side.   3:00 | | | | | | |