| **Student Name:**  Rachel |
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| **Motion**: This house supports the popular use of platonic AI friends. |
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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:   * Nice work on explaining that real friends can be unpredictable and * Good work on explaining that AI friends can provide you better support as they have more knowledge and understanding in general. Here try to explain it's not just that they know more about the world - they know more about you as a person. * Good work on explaining that real people have either their own struggle or are too occupied with their own lives. * When you explain that people’s preferences do not align, explain exactly why. Good work on explaining people have control in their choice of friendships. * Try to explain how this can be valuable for people who are introverted or people who are bullied. Try to show how this is an important way for these people to channel their emotions. * When you explain AI will not disappoint or betray people - explain why. Talk about the programming and the interest of the companies that design them. * Spend some time explaining the value of your arguments.   5:10 | | | | | | |

| **Student Name:** Marcel |
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| **Motion**: This house supports the popular use of platonic AI friends. |
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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:   * When you explain AI for friendship is pointless - try to explain exactly how they hurt people. * Good work on illustrating how friendship with AI can feel lonely. * You want to give multiple reasons to disprove the claim from the other side. When you explain people will overlook certain problems that their friends are - explain how that also adds a value to friendship. * You need to explain how actual friendships are found and how they change. You also need to explain why you are less likely to connect with real people if you spend time with AI. Here explain how people will choose something that is easy as opposed to something that is important. * Good use of emotive language and emphasis on your speech. Your overall energy and enthusiasm during speeches has improved. * Good work on explaining that people will deprioritize real life relationships when they find it easier to be friends with AI. * Good work on explaining that people can learn from real friendships and improve based on that. Nice work on explaining that criticism from friends is more realistic.   5:00 | | | | | | |