| **Student Name:**  Jua |
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| **Motion**: THO the rise of philanthro-tainment. |
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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:   * Good work on trying to add a clear description of how these individuals suffer in your hook. You need more work on linking this to philanthro-tainment though. * There are a lot of apparent pauses in your speech. Try to speak slightly fast. * Nice work on trying to explain there are a lot of true stories and these stories inspire people. * You may want to deal in scenarios where the content and the actual gifts are fabricated - try to show that even when they are fabricated, you will still receive the value and inspiration from these content. * You need to explain why these people have an incentive to gather the most authentic or deeper stories to show their problems to the world. * You need to mechanise your argument about hope more. * You want to explain the social effects of this kind of message. You need to explain the incentives and capacities of content creators to the point. * 6:02 | | | | | | |

| **Student Name:**  Athena |
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| **Motion**: THO the rise of philanthrotainment. |
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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:   * At least in your hook, try to make and maintain eye contact. * Good work on trying to add emotion and enthusiasm to your speech. * If the word sounds too difficult to pronounce, substitute it for some other similar word or practice pronouncing it time and again. * You don’t want to start your argument with “Opposition might say”. Try to attack the values the opposition will defend without explicitly mentioning that. * Good work on trying to adopt the basic argument structure of “why the argument is true” and “why the argument is important” * You are using a lot of examples, some of which are improbable. So, try to use more likely examples and also for the ones that you use, try to ensure that these are broad enough. * Try to minimize the pauses and interruptions in your speech. * Good work on explaining how other people feel bad when they see these types of content. * Your reasoning on why people will stop taking charities seriously needs to be reinforced more. * Much better speech than last time. | | | | | | |