| **Student Name: Kana** |
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| **Motion**: This House Opposes 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 |
| Competition Score: |  | | | | | |
| 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 poor people are suffering and this depiction is a false sense of support for poor people. * Good improvement in your speaking style. Try to speak slightly louder. * Nice work on explaining that this kind of support is not long term. You want to explain why they will put this much faith in the support from influencers that they will expect this more. * Try to make your transitions more smooth. When you move from one idea to another, try to show what you are going to prove in that idea. * Nice work on explaining that there is an incentive to fake some of these videos. * You want to explain why the ideas of consent and other concepts like that are not properly considered when it involves poor uneducated people. * Try to incorporate conscious use of hand gestures to support your debate topic. Minimize the pauses in your speech. * Much better speech than the last time. Good work on explaining other people will get jealous because of this. * 5:25 | | | | | | |

| **Student Name: Isaiah** |
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| **Motion**: This House Opposes 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: |  | | | | | |
| 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:   * Try to make your hook more emotive. * Nice illustration of the amount of benefits these individuals deliver. * You need to link traditional charities to philanthro-tainment. You need to explain why this is the only way some people will donate to charities. * Try to work on making your voice more impressive. * You need to frame your rebuttal more properly. Try to show what the other team said and why that is not true and why that is not important. * Good illustration of the condition of homeless people and how that has to change. * You need to make sure that you speak in complete sentences. Don’t end your sentences with “something”, “moving on”. Also don’t pause randomly in the middle of your sentences. * You need much better framing for your rebuttals. * Nice work on explaining that people don’t know about charities and donations without these individuals. * When you explain other alternatives won’t work as well - explain why. While you proved philanthro-tainment is easy, you need more work on showing this is effective - especially for the long term. * 5:00 | | | | | | |

| **Student Name: Selina** |
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| **Motion**: This House Opposes 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: |  | | | | | |
| 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 the hook. Good work on building it up. * When you explain that this becomes just an illusion - try to show what is happening behind the scenes. * You need to start giving your rebuttals a lot faster. You can't take 2 mins just to get to your rebuttals. * When you explain benefits do not arrive to these communities - show why it does not. * You need to stop beating around the bush and try to go directly into why your argument works. * You need to use the arguments from the first speaker and add ideas and impacts to that claim and compare that. * You need to speak a lot faster and be more clearer in your speech. * 5:00 | | | | | | |

| **Student Name: Albert** |
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| **Motion**: This House Opposes 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: |  | | | | | |
| 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:   * Try to minimize the pauses in your sentence. * Nice work on explaining that the alternative for these people is suffering and thus even if it is a small benefit that is worthwhile. * Nice work on calling out the opposition for their lack of alternatives. Try to show why the alternative is likely to be worse. * You want to explain more directly why this is not a false hope or even when it has more benefits than harms. Here, try to explain that most people are aware of their situation and they are doing their own stuff to improve as well. * Nice work on analogizing other kinds of competitions and games with these kinds of things. But focus more on how the process looks. Show how these people get to tell their story and struggle. Talk about how diversity of poor people and their conditions will be represented here. * When you say poor people can remake their life - you need to mechanize the sustainable source of funding from this. * Characterize influencers and their power and clout. Talk about how this is also directed to causes and other things. * 5:30 | | | | | | |

| **Student Name: Andy** |
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| **Motion**: This House Opposes 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: |  | | | | | |
| 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 explaining that these poor people won’t be supported in the long run. * Good work on trying to signpost your structure. * Try to rely less on your notes and maintain consistent eye contact with your audience. Try to speak loudly and clearly as well. * Nice work on trying to show why there are more poor and middle class people. How this can harm them. * Try to add more diversity to your ideas. * You want to minimize repetition in your speech. Try not to use the same structure for all the rebuttals. * 3:00 | | | | | | |