| **Student Name:** Evelynne |
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| THR the rise of kindness creators. |
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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 inpt 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:  The speech length for today’s class is five minutes.   * You need a more powerful hook. * Nice work on explaining that this gives a visual picture of the people who are suffering. You need more explanation on how this translates to charitable donations. * You need a more clearer explanation of where these creators are popular and how people observe and interact with these people. * Try to address the POI more directly. (good work that you did that later but need that to be more effortless). Explain what perspective you get from these videos even when you know about them. * Try to minimize the pauses and confusions in your speech. Also, minimize the repetitions in your speech. * Try to make and maintain eye contact consistently.   5:10 | | | | | | |

| **Student Name:** Marcel |
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| THR the rise of kindness creators. |
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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 |
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| 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 inpt 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:  The speech length for today’s class is five minutes.   * Try to work on streamlining at least the first part of your speech. Make sure that your hook and signposting is fluid. * Nice work on illustrating how people give a false and misguided picture of kindness. This needs more analysis on why they do this and how this never gets tracked. * Good work on trying to add energy and enthusiasm to the speech. * Before you explain your counterfactual explanation, explain what actually is happening with these kindness creators. Talk about the platforms where this is happening and how those platforms have changed. * You need to make your transitions more proper. Clarify more deeply what part of the argument you are in. Are you explaining your impacts or your mechanisms? * You need a better framing for your argument heading. Don’t say “Principle of consent”. Nice work on explaining that filming these events will be horrifying for victims. Try to explain exactly how the alternative plays out in your world. * Your case is predicated on one part - that creators will take that money away - this doesn’t happen in the majority of cases. So, engage even in scenarios that these happen in real. * 5:45 | | | | | | |

| **Student Name:** Chloe |
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| THR the rise of kindness creators. |
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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 |
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| Teacher comments:  The speech length for today’s class is five minutes.   * Good understanding of how there is already enough awareness about the kindness creator. * Nice work on explaining how there are alternatives like charities that are better equipped to help. * Good recharacterization of charity. I think you may want to clarify what incentive these kindness creators have to take advantage of these people. Also how exactly this process gets untracked. * Try to explain why the issues that the public sees are not the same thing as real life. You may also want to explain about the false stories with people who aren’t actually poor. * Nice work on explaining that these people get a distorted picture of reality. Explain how this distorted picture will influence their actions. Does this reduce the overall amount of money that is donated to these causes? * Try to speak for longer. * Try to make and maintain eye contact with your audience. | | | | | | |

| **Student Name:** Henry |
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| THR the rise of kindness creators. |
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| Teacher comments:  The speech length for today’s class is five minutes.   * Good energy and enthusiasm in your speech. But try to maintain that energy throughout. * Good work on showing that you can still make money while being kind. * Instead of pointing out contradictions - try to show what that means for the other team. * When you explain that influencers provide support and have a team of people working for them, show how these are mobilized and why they have an incentive to create authentic videos. * Good work on showing why the intention matters less than the actions. * You are pausing a lot in the middle of your sentences. Try to minimize them. * Good work on illustrating how this plays out in social media. Try to explain why we have a massive lack of alternatives. Try to show what would happen to these people in an alternative world. * Good work on showing how people tend to follow their role models. * 5:10 | | | | | | |