| **Student Name: Athan** |
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| **Motion:** This house would ban media houses from reporting on the private lives of politicians. |
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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.   * Good work on explaining that politicians have secrets that can make us distrust them. However, you need to work on making your hook much more interesting. * Try to speak louder and more clearly. Also maintain eye contact with your audience. * Don’t say we need to ban AI, say we will ban fake information or deepfakes about politician’s personal lives. Good work on saying that you would accept true information. * You want to minimize repetitions and pauses. * You want to speak faster. * And also you need more direct rebuttals. * Nice work on explaining that people won’t support people just based on their identity or private persona as people still look for actual policies and skills. Try to explain why people will do that. What other accountability mechanisms exist for these politicians. * Nice work on explaining that people deserve to know more about the politicians.   5:00 | | | | | | |

| **Student Name: Charlize** |
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| **Motion:** This house would ban media houses from reporting on the private lives of politicians. |
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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.   * You need better framing for your hook. If your explanation is that politicians are also humans, then explain how that aspect of their life is violated by this policy. * Nice work on trying to implement the steps we learned in the class today. * Try to make and maintain eye contact with your audience. * Your interpretation that there is no distinction between average person and politician needs a lot of clarification. * Good work on trying to apply the structure of the principle arguments. Good work on explaining that there is a significant incentive for media houses to cover everything about the politicians including intimate moments in their private lives. * Nice work on explaining that people could be biased based on important details from their private lives. * Nice work on explaining that a better way to judge the politicians is through their policy. * Try to add slightly more clarity to the impacts of your arguments.   4:44 | | | | | | |

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