| **Student Name: Aiden** |
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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 |
| 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.   * Nice work on trying to add some energy to your speech. But keep this consistent. * Nice work on explaining some of these videos are fake. But you have to explain why there is an incentive to film these fake videos. * You are pausing a lot in your speeches. Try to also make and maintain eye contact. * Good attempt at illustrating the way in which kindness creators operate. * If you want to focus on the mental health of the homeless people and how that will deteriorate - you need to explain a lot more about these harms and how that is caused. * You want to explain why there will be situations where consent is not given. Talk about how these people record in public spaces and these people may not even understand the idea of consent. * Your transition from one idea from another was too early. * Good illustration of how the donations in the videos are not representative of all other people that are suffering. * You need to explain why these people and their problems will be blown up beyond reality and then how that will affect their conditions. | | | | | | |

| **Student Name: Athan** |
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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 |
| 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 trying to make your hook emotive. And a nice attempt at trying to structure your speech. * Try to add more clarifications on how these content creators work. * Try to minimize the abrupt pauses in your speech. * Good work on explaining that even when these problems are not that big - this still helps these individual people. * Try to make and maintain eye contact. And also use hand gestures. * Good work on explaining that both kindness creators and the person who require help - will be similarly served. * You want to explain why they have an incentive to search for real videos and authentic experiences. * Try to explain your ideas for longer. * 3:21 | | | | | | |