| **Student Name:** Annette |
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| **Motion**: This house believes that the rise of "Fandoms" has done more harm than good. |
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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 explaining how fandoms can transition to a level that can be more toxic and extreme. Explain why the nature of fandoms make it more likely to go this way. * Rather than asking a lot of questions - try to show how these scenarios play out. Explain why obsession is likely, why stalking is likely. * Good work on explaining that fandoms drain a lot of mental energy and good work on illustrating how this plays out in a typical fan’s mind. Try to also explain what incentives fandoms offer for people that will take them away from real life. * We also need to structure our speech in terms of the clashes. * Good work on explaining how this takes time away from important moments with your family and other people. * Try to maintain eye contact with your audience a little bit more.   3:59 | | | | | | |

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| **Student Name:** Melissa |
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| **Motion**: This house believes that the rise of "Fandoms" has done more harm than good. |
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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 vocal projection on your speech. Also good clarification on how people are harmed within pop culture. * Good work on explaining that you are more likely to form random relationships with people who you don’t know. We need more rebuttals though. In fact we could provide more support for this version of rebuttal itself. * Good work on explaining that people from different fangroups come together and criticize each other which can lead to insults thrown up at each other. * Good work on trying to signpost your ideas. * Nice work on explaining how fandom takes away all their energy. Explain why this is difficult to regulate. Talk about how teenagers and children are victims of these and how they also take it to an extreme level. * Good work on the extreme level that fans are willing to to show their support for a fan base.   3:50 | | | | | | |

| **Student Name:** Aaron |
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| **Motion**: This house believes that the rise of "Fandoms" has done more harm than good. |
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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:   * We need a hook before we transition to rebuttal. * Try to speak more loudly and minimize the pauses in your speech. Also, try to speak more assertively. * Good work on explaining how fandom can help build relationships with people. Try to explain how these relationships are an important investment - rather than a waste of time like the other side says. * While good illustration of the joy you can have while sharing the same ideas - try to engage with why toxicity that proposition side talks about is not that common or doesn’t happen often. * Let’s try to have a more proper transition between ideas. Try to clearly signpost your ideas by highlighting what is your first argument and second argument clearly. * Try to maintain eye contact with the audience.   Speaking time: 02:52 | | | | | | |

| **Student Name:** Jamie |
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| **Motion**: This house believes that the rise of "Fandoms" has done more harm than good. |
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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 |
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| 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 |
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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 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:   * We need a hook and that should not be a definition. * Good work on giving me a proper definition as well. * Nice work on explaining the toxicity of the fandom - try to explain why this toxicity happens and how it manifests into harms. * Also try to minimize the use of words like “You know” thrown casually. * Nice work on explaining that there are alternative ways to make use of your time. Explain exactly how fandoms will take a lot of your time. * When you explain that fandoms won’t accept newcomers - explain the harms of this and how this will affect the * Good work on explaining how fandom will exclude others. And a good way of preempting the ideas from the other side.   2:06 | | | | | | |

| **Student Name:** Melody |
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| **Motion**: This house believes that the rise of "Fandoms" has done more harm than good. |
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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 |
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| Student applied feedback from previous debate(s). | **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 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 how fandoms are in reality. * Nice work on explaining that people can make better decisions with their money. Here we need to explain why people have started to become more responsible with their money and how the fandoms are quite accessible. * Good work on trying to employ the structure of the rebuttal. But we need more than one reason while responding. * Nice work on explaining how this creates a safe space for people and that allows more connections to happen. Explain why these friends are usually great - because the opposition's challenge was that we meet bad people there. * We need a little bit more detail in your argument.   2:20 | | | | | | |