| **Student Name:** Marcel |
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| **Motion:** THW ban parental monitoring apps. |
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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 accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student offered a point of information. | **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 a child of that level. | | | | | | |

| **Teacher comments:**  [Speeches are five minutes long]  **Opening**   * Please lead with a clear hook! * You talked about privacy after this, you could strongly talk about it from the beginning as an example!   **Setup**   * Good point that parents may feel bad otherwise   **Argument 1 Privacy**   * Good point that the children will feel that they are being watched over all the time! * Good point that there might be bullying at school for not using trendy items, and they can struggle! * Here you could extend on why privacy matters   + As we talked about in class, we need to exemplify these arguments!   + Consider using an example such as that of medical records. Patients have a right to keep their health information confidential. Breaching this privacy not only violates their rights but undermines their dignity and trust in the healthcare system.   **Argument 2 on Abusive parents**   * Good point how this can affect children's trust on their parents.   + You may extend this point to show why this harms the relationship between the child and the parent, and why it matters!   **Style**   * I appreciate that you had a clear conclusion! * You may put the notebook down as opposed to holding it in one hand for the full time, because that limits hand gestures and body posture! * I like your eye contact attempts, but there are prolonged periods where you only look at your notes, we need to limit that! * We need to have clearer pauses when we move from one point to the other!   Speaking time: 4:43, good work! |
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| **Student Name:** Chanel |
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| **Motion:** THW ban parental monitoring apps |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | **2** | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student offered a point of information. | **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 a child of that level. | | | | | | |

| **Teacher comments:**  [Speeches are five minutes long]  **Opening**   * Excellent hook on how this forces kids to blend-in, and how they get negatively impacted, well done there!   **Setup**   * We need to have a clear setup please, it was too quick with less than two sentences!   **Argument 1**   * Nice point on safeguarding, but we need analysis here!   + Talk about how children are malleable, that they do not understand mistakes they make, and that parents can help them!   **Argument 2**   * Nice point on connecting   + Talk about how parents get to connect meaningfully. This is also contingent on the children receiving it well, talk about why that is likely!   **Rebuttal 1**   * You said it can be bad if children are not at all monitored, but we need greater analysis than just saying that!   **Style**   * You need to have a clear conclusion! * Please try to have more natural hand gestures! * I like your eye contact attempts, but there are prolonged periods where you only look at your notes, we need to limit that! * We need to have clearer pauses when we move from one point to the other!   Speaking time: 1:33, we must speak longer! |
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