| **Student Name:** Chanel Yuen Wah Lee |
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| **Motion:** This house believes that the prevalence of Sharenting 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 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 today are aimed for as long as possible!]  **Opening**   * Good hook, I like the initial nuance very much! * You gave a good direction on how people’s privacy would be affected in it otherwise, and did so very clearly!   **Setup**   * I like that you made it clear that you have two arguments to run!   **Argument 1**   * Good point that this can come back to harm the child when their data is all out there in the public! * On parental personality, you did not explain why their personality shift is necessarily a bad thing. We need to have more analysis there!   **Argument 2**   * I like the nuance you gave on hate comments online! * Here you could extend on the point by talking about why the kids can be made fun of by their peers. * You could also talk about how bad parents would feel in cases like this, and why that harm is massive!   **Style**   * Do not hold the full notebook on your face, and do not read from word to word – instead try to look at the audience, eye contact is important! It is ok to glance at your note from time to time, not through the entire speech! * We also need to try and have some stronger delivery, sounding more confident! * Some hand gestures would help your speech greatly!   Good that you had a clear conclusion too!  We need to raise and accept POIs!  **Speaking time:** 2:51 – this is better than the last speech, appreciate it very much! |
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| **Student Name:** Marcel Tsim |
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| **Motion:** This house believes that the prevalence of Sharenting 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 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 today are aimed for as long as possible!]  **Opening**   * The hook was fine initially, but you cut-off too early! * Take some more time to place the hook properly!   **Setup**   * I like that you made it clear that you will do responses first!   **Rebuttal 1**   * Good point is that it helps with memorization. But here, you need to give more nuance on why sharenting is necessary for this (and why hard-drive or on-device photos can be lost etc)! * You said the above later, but it becomes unclear when you just say “cannot be recovered”. Make it more clearer!   **Argument 1**   * Nice nuance on the “once in a lifetime moment”! * I like the nuance of being told that you are beautiful and so on! I like your analysis on how this makes the parents feel better, and why the children feel better as well! * Good point that many of their friends online are likely mature people!   **Argument 2**   * On child memories of ups and downs, friends, and other precious moments were well explained! * You could explain why this matters, e..g, why these memories are “valuable”!   **Style**   * Good hand gestures, I really appreciate this! * Good tonal variations today, I like it very much! * We can benefit from clearer transition between arguments; being like - moving on to my second argument!   Good that you had a clear conclusion too!  **Speaking time:** 5:16 – well done! |
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