| **Student Name:** Chanel Yuen Wah Lee |
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| **Motion:** THBT social media has done more harm than good for friendships. |
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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**   * The hook should not be your stance, or the topic! * Today you just stated the topic and stated social media does more harm than good! Lets not do this please!   **Setup**   * We needed a clear signposting. Eg, a total number of arguments you are running, what they are, and so on!   **Argument 1**   * Good creative idea on how there can be disagreement over whether someone has copied someone else! * Here you need to explain why this is a “structural” or “general” issue, as opposed to the individual challenge that you faced.   **Argument 2**   * Posting without consent is a good point. * Similar to the first argument, you need to explain why this is a "common" issue, as opposed to the individual challenge that you faced.   **Style**   * We need to look at the audience more! * We also need to speak with more confidence!   Good that you had a clear conclusion too!  We need to raise and accept POIs!  **Speaking time:** 2:12 – this is less than last speech, growth here will be appreciated 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**   * Good attempt for a hook, but we need relevance! * So social media as a widely discussed topic does not shed relevant line on harm/good, which is the debate topic today!   **Setup**   * Good efforts for setup!   **Rebuttal 1**   * We needed to spend more time here to explain to point out how the analysis presented to us was a personal story, and not common stories!   **Argument 1**   * I like your analysis on why/how this helps friends get more happiness! * Good nuance on strengthening friendships e.g., birthday wishes and so on! * You could explain more about why this is “better” than old-forms of friendships, and so on for comparison!   **POI answer**   * Your answer could just be that people would use due diligence, or rationality, to avoid scams, especially since mostly real-life friends!   **Style**   * Good hand gestures, I really appreciate this! * Nice tonal variations today, I like it very much! * We need to start having clearer transition between arguments; being like - moving on to my second argument!   Good that you had a clear conclusion too!  **Speaking time:** 4:00– we spoke a minute less than last time! |
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| **Student Name:** Athan Tsun Hin Ng |
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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 |
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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 a child of that level. | | | | | | |

| **Teacher comments:**  [Speeches today are aimed for as long as possible!]  **Opening**   * Good attempt for a hook, but we need relevance! * So social media as a popular platform does not shed relevant lines on harm/good, which is the debate topic today!   **Setup**   * No need to claim "research shows 40% etc” * We needed to signpost!   **Rebuttal 1**   * “According to commonsense” is not the best form of framing! * You could say, for the majority of common instances, or something else, instead.   **Argument 1**   * Creative argument that scamming can happen through friendships * You needed to explain why that risk is likely to affect the majority of people strongly!   **POI answer**   * Good response that you can just call your long distance friends!   **Style**   * We need to speak faster please, currently we are not speaking too slow! * We need to look at the audience more! * We also need to speak with more confidence!   Good that you had a clear conclusion too!  **Speaking time:** 4:08 – We can speak longer! |
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