| **Student Name:** Sonja Kit Chow |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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 a child of that level. | | | | | | |
| Teacher comments:   * Nice attempt at signposting at the top of your speech. * Good illustration to show the link between parents and children. However, try to explain why blood relation and other reasons means that parents deserve this special access to internet activity. * When you say that problems like depression and mental health harms can be prevented by parents. This assumes that parents know the best way to help kids in these situations. * You don’t have to spend too much time on recapping or illustrating what the speech is going to be about. It should be relatively short because you want to focus your time on arguing rebutting! * Great use of a non-personal example. Although, it did feel a bit extreme though.   2:45 | | | | | | |

| **Student Name:** Amber Fung |
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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 |
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| Teacher comments:   * Try to start your speech with an interesting hook in the next speech. * Great job in terms of adding hand gestures and different tones this time! * When you suggest that a parent is ‘possessive’, it might not be clear to the judge as to what you mean. Do you mean parents who are very controlling and or parents who are abusive? This is a group of people who you could have considered in this speech. * The argumentation on scams could have been a bit more efficient. You could have said that scams are likely to occur either way and there is realistically no way to prevent them. * You want to explain what are the harms of loss of trust between the parent and the kid. Try to explain the harms of this in the short and long term. * Let’s try to utilize a proper structure for the rebuttal. * While a good illustration of the situations where children don’t want their parents to intervene, prove why this is more important to kids in the long run.   2:45   * Rebuttal speech - Try to focus on broad issues as compared to singular sentences of your opponents. This helps in terms of being effective. * Try to focus on directly disproving your opponents.   55 sec | | | | | | |

| **Student Name:** Aria Punjabi |
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| 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 |
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| Teacher comments:   * You don’t need to introduce yourself at the start. Let’s transition directly into a hook that connects more directly to the topic. * Your speech would be much more powerful if you started with some illustration or examples regarding the dangers of the internet - what exactly are the situations we’re trying to prevent here? * Do try to rely less on your paper and make some eye contact with your audience. Try to incorporate more hand gestures as well! * Nice way to show that your safety is more important than your reputation. But you need a more robust explanation on how parental access will automatically make the children safer. * Here you want to explain the capacity of parents to help the kids. Explain why parents know better, why they can use other resources on the internet and are better than kids in decision making.   2:00 | | | | | | |

| **Student Name:** Maddie Pang |
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| Teacher comments:   * Solid hook at the beginning. * Try to get into your rebuttals first, as it’s important for the judge to know that you have considered the argumentation from your opponents. Judges are likely to think that you are being dismissive and lose focus this way. * Why is it likely for a child to fall into addiction? You could expand on this point by talking about how children may not have self-control or that children don’t have a very long-term perception of how video games may be affecting them. * Nice way to start is that children make bad decisions all the time. However, let’s not limit the scope of the debate to video games because a lot of the harms apply to other cases as well. * When you say having face to face connection is important and school is important, explain when parents will intervene, why they will intervene and how things go once they intervene. * Try to engage with the other side’s idea about the loss of trust between parents and children. * When you say children should trust parents to not breach the trust, explain why they won’t do it. Explain why parents care about the long term relationship with their children and also love them so they won’t do harmful things.   2:45 | | | | | | |

| **Student Name:** Jennie Haihm Jung |
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| Teacher comments:   * Great work with having an illustrating hook for this speech! It was emotional and solid. * When you say, it helps with blackmailing, cyberbullying - try to specify what helps and “how” in the argument heading itself. * A lot of your ideas use this particular structure: “if this happens” then “parental access can help you with it”. Try to show why these things that you mention are more likely to happen to an average person before you explain what happens next. * Try to be a bit louder. At times, you could have also used different hand gestures and vocal tones as well. * Why is it a child unable to fix their own problem? Try your best to explain how these situations happen and why it’s very likely for an issue like this to emerge to begin with. * How will a parent prevent the bad influence regarding looks from happening? This assumes the best of the parents and it could come off as convenient.   3:30 | | | | | | |

| **Student Name:** Tania Mirpuri |
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| Teacher comments:   * Don’t repeat the motion - but also be careful when repeating the motion! You stated that the motion is about if parents should look at their devices all the time. * Try to expand on your point a little more. * For example, what kind of secrets are we talking about here? You can expand to explain that not all parents are the best at dealing with different parts of their child's life and or that they are not very accepting. * This debate is not about whether parents will give kids a device or not but rather monitoring those devices - so maybe engage on that part of the case. * Let’s try to minimize the pause in the middle of your speech. Let’s try to also have a proper structure for our arguments and comparisons. * Nice illustration of how parents might get into an argument and get their kids in trouble based on the conversation in social media. Try to explain why it is better that parents don’t find out or rather children tell it to their parents on their own terms.   2:24 | | | | | | |

| **Student Name:** Ari Hu |
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| Teacher comments:   * You don’t need to indicate that you are the first speaker - rather use a hook to directly transition to your speech. * Try to leave your paper on the table and let both of your hands be free. * The situation you described in the beginning, whereby a child may share something that is inappropriate and be prevented from doing so didn’t actually sound like such a bad thing. What exactly is the material we’re talking about here? * You are inserting too many ideas in one single sentence. Complete one particular claim before moving on to the next idea. * Let’s try to use the proper structure for our response. * I like your vocal projection, especially the use of emotions on your voice and use of hand gestures. * Why would a parent report their own child to the extent you mentioned? * Try to speak for longer and prepare a better transition to conclusion. * Good work on the speech content overall.   2:05 | | | | | | |