| **Student Name:** Jaylan |
| --- |

| **Motion:** THW ban parental monitoring apps. |
| --- |

| 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:**   * Nice job for having a hook! Keep it up. Good explainer of what these apps can and cannot do. * When you are the first person to speak in the debate, that means that you need to give me a set-up. A set-up basically is when you explain HOW and WHAT you will be banning. * Good argument choice about privacy: To make this principle important, you first need to try to explain what the importance of privacy is. Try to talk about this generally first! * I understand that you were talking about the impact that this will have on kids: try to break down each impact and analyse it. For example, when you say that this will cause mental harm - tell me about that mental harm. What does it do and how does it impact the child? * Try to also explore what more you mean when you say that family relations get strained: Why does it happen? What is the impact of it? * Whenever you are defending a principle, you need to remember that you are sacrificing something. In this case, you are sacrificing the child's potential right to safety. How might you defend that? Do you have any alternatives for how parents could keep their kids safe? * In addition to the above, try to make sure that you prove to me that parents can actually have honest and open conversations!   Speaking time: 03:09.30, good work! |
| --- |

| **Student Name:** Candice |
| --- |

| **Motion:** THW ban parental monitoring apps. |
| --- |

| 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:**   * Good hook! Very clear stance. * Good hand gestures and eye contact! * Try not to go straight into a situation to explain your argument: try to first explain why your principle (Safety) is so important first. Why is this the main thing we need to consider above the right of the child to privacy? * Try to also make sure that you first give me some context for the debate: this could look like an analysis of how dangerous the world is currently, and the kind of things a kid could experience online. This could be things like predators and extremist content and or beliefs; both are distinct harms that you can explain! * Good response to the POI: I think you could also follow up by saying that kids can be at school and access things, etc. * Rebuttals: Try to make sure that you are explaining that one's right to privacy is not as important as one's safety - you could explain that teens and children may not be able to fully understand the dangers of online items, etc. * Try to stay structured; this means, following and preparing your arguments according to the CREI structure and making sure that you are actively signposting as you go through the argument!   Speaking time 03:52.22, good work! |
| --- |

| **Student Name:** Jaylan |
| --- |

| **Motion:** This House Believes That friendships should require strong obligations. |
| --- |

| 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:**  Please increase your efforts for hand gestures! We need rebuttals to come earlier, and more clearly! Good tonal usage of different emotions!  **Hook**   * You talked about fragile friendship being the alternative, but then this was dropped! * We need to say them more confidently!   **Rebuttal**   * We need to explicitly say what we are responding to exactly! * Please try to give more analysis on why low maintenance is fragile!   **Argument 1**   * We need analysis on why insecurity can be addressed with high efforts! * We need to give details in how you also have ways to address toxic relationships!   **POI ANS:** We need to rather clearly say why you find fragility to be the alternative, and why is it bad!  **Conclusion**   * We should emphasize here why what you have provided so far should be debate winning for you!   **Style**   * You had good clarity! * We need to adopt some facial expressions to make our speech appear more engaging! * We need to have significant tonal variations! * We need to have a lot of hand gestures please! They are key in sounding more persuasive as a speaker!   Speaking time: 4:11! |
| --- |