| **Student Name:** Amy |
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| **Motion:** THBT the rise 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:**   * Good hook! Let’s try to make sure that you are speaking with a tone that matches the topic; I think that a sharper tone would have been very helpful here! * Try to keep your tone consistent; I like that you were able to pace yourself, but at times I think it was sometimes much softer than what was needed! * Try to first characterise (Meaning give the judge a picture of.) What exactly is sharenting. Try to tell me how it happens and when it happens; this is because I may not have the same idea as you as to what sharenting is! * I like the idea that children could be embarrassed; try to tell me why this is the case. Is it because children may not want certain images and or stories to be shared with certain people? * Good signposting; try to make sure that you are structuring your argument with CREI! * Consequences; I like the angle that people will judge you - try to tell me what this looks like! Try to tell me how this may impact people on a day to day basis for example, is it the case that people will know about things that you may not have been comfortable sharing? * Try to make sure that you are preparing for your impacts; impacts are basically the consequences of your argument. This means that you need to talk to me about the negative effects of sharenting. You need to make sure that you are breaking down each part of the sharenting! * Try to make sure that you don’t laugh during your speech - you need to retain an air of confidence!   Speaking time: 05:10.58, good work! |
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| **Student Name:** Jaylan |
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| **Motion:** THBT the rise 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:**   * Nice hook! Great improvement. * When you are starting a speech, remember to first do some signposting. Signposting is basically where you tell me what you will be saying and when you will be saying it. * Try to make sure that you give me an idea of what sharenting looks like; the proposition gave quite a bad impression of what it is. Try to make sure that you don’t let them get away with defining things for their own gain and good! * Try to make sure that you don’t let your opponents get away with interrupting you; you only need to take one POI! Don’t let them interrupt your speech. * Try to make sure to tell me about the benefits of staying connected with the geographical separated relationship. This means, telling me about the impact of staying connected! * I like the conclusion! * I think that you have good reasoning; try to make sure that you have at least three sub-explanations for each part though - this is to make sure that you are actively explaining each aspect of your case! * Try to actively signpost your argument; meaning say claim, reasoning and etc out loud when you are speaking! * Rebuttals are not optional Jaylan! You need to make sure that you are actively responding to the speaker before you.   Speaking time: 05:17.18, good work! |
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| **Student Name:** Candice |
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| **Motion:** THBT the rise 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:**   * Good hook! Try to be louder and more assertive in your tone though. * Good eye contact! * I like the idea that kids could be insecure; try to first tell me why this is the case. You could start with some broad ideas for why this is true and then follow up with some specific analysis. * I like the impact of pressure and anxiety; you need to focus more on showing that this is going to happen though. Moreover, try to give me some specific impacts here! For example, what does it do to people that they have anxiety and etc. Does it hurt their relationship with the parents, hurt their friendships, lower their self worth, prevent them from performing well at school, etc? * Try to make sure that you are giving me a depiction of what sharenting looks like; this is because the proposition disagrees with you on how bad this is! * Try to make sure that you are also telling me about just how big of an impact there is with each impact you’re telling me about; for instance, how many children are affected? How are they affected? * I like the even-if you had; try to make sure that you are considering all the situations this could possibly apply to! E.g., what if there is permission, etc. * I really like the idea of not being attached to an older version of you; try to make sure to build this up even more!   Speaking time: 05:22.41, good work! |
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| **Student Name:** Aiden |
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| **Motion:** THBT the rise 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:**   * Louder please! I would like to see more swagger and style from you; think of different ways to emphasise your tone. * I like that you were suggesting different alternatives; try to first show me that this is likely! E.g., that parents probably will ask for consent, that most parents do care for how their children feel, etc. * You can’t forget your argument! You need to write this down carefully because it is the crux of your speech. * You need to have rebuttals! You can’t leave your opponents' arguments standing; you gotta make sure to give me at least some doubt for why the other side is true/untrue. * Try to make sure that you are also thinking about the positive effects of keeping a family together; does this mean that families are now closer? What is the benefit of parents being closer together? * Try to make sure that you are telling me too about what will be shared and how it will be shared - this is important as this is basically how your argument will happen. * If you run out of things to say, you need to make sure that you keep asking yourself why - and that you keep elaborating on the argument till you get to a point where you reach the speaking time! * You can’t show visual cues of a lack of confidence; e.g., holding your head, pausing for a long time, etc. You need to project an air of confidence! * Good work for having a conclusion!   Speaking time: 05:45.10, good work! |
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