| **Student Name:** Aiden |
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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:**   * I think that you could use a much more assertive tone; you were really quite soft today when speaking! I think you also need to make sure that you are keeping your composure as well during the speech. Try not to react to what your classmates might be doing! * Try to give me a hook; I want to see you try to give me an opening line that dramatically captures the essence of your case! * What if someone does know somebody from real life and they connect to them on social media as well? What happens in that situation? * Items missing:   + Stance: You need to tell me what you believe in this debate.   + Set-up and Model: You need to tell me about how you will encourage people to possibly move away from social media friendships * The argumentation about predators is irrelevant; that is a harm of social media generally. It has not much to do with friendships specifically. * Try to make sure that you are actually preparing; it is quite obvious to me that this speech is not exactly very well prepared at the moment. Especially feel free to ask your coach for help when you need it! * Trash talking: Fair enough that this happens, but could you tell me about why it uniquely happens in social media? This also happens in real-life. What makes social media exclusive? * Please try to make sure that you are using the CREI argumentation.   Speaking time: 04:39.79, good work! |
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| **Student Name:** Amy |
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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 |
| --- | --- | --- | --- | --- | --- | --- |
| 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:**   * You really need to invest in projecting your voice; if you sound disinterested, your judge is not going to be very interested either. * Please make more eye contact with me as the judge; it helps to build connection and holds the attention of the judge. * Items missing: 1. Stance - be sure to tell me about what specifically you believe and why! 2. Model - if you’re saying that you encourage people to use it, tell me how you would encourage people to do so! * You don’t seem to be pronouncing your words very clearly; try to make sure that your lips are not touching when pronouncing a word. This helps to make you much clearer as you are currently mumbling and swallowing your words! * I like the idea that you can connect with people based on their interests and or you can still be friends with people despite the distance; try to talk to me about how this is the best and only to connect. The reason for this is because there are other options for people to pursue (E.g., using zoom, etc.) so you need to explain why social media accounts are the best version of this. * Try to make sure that you are actively using the CREI structure to build your argumentation. You need to make sure that you are preparing your argument according to this! * Please try to rebut the general idea of your opponent’s at the very least. This helps build up people’s belief in you!   Speaking time: 03:55.95, good work! |
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| **Student Name:** Candice |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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. * Try not to rely on your paper too much; good eye contact despite that though! * Try to make sure that you are also writing clearly or at least making it easy for the other side to identify and say aloud. * Try to make sure that you are rebutting the other side first; this is critical for me to believe you and your argumentation. * Trash talking: Fair enough that this happens, but could you tell me about why it uniquely happens in social media? This also happens in real-life. What makes social media exclusive? This also applies to the bullying/misunderstanding argumentation. * Please try to make sure that you are using the CREI argumentation. * Try not to rely on POIs to extend your speaker time; naturally have enough to say to hit the timer. * Good logical progression of why relationships fall apart! * How does the worst communication skills impact friendships? * Try to make sure that you are incorporating some emotional contrasts and or tones in your speech!   Speaking time: 04:02.21, good work! Lets aim for 5 minutes next time. |
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| **Student Name:** Jaylan |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 content! Try to take a big gulp of water before starting so that you don’t sound hoarse/you can go louder! * I think that you can extend your rebuttals more; you should aim to give me at least 2-3 reasons for why your opponents are wrong. Also, be sure to give me an even if - which means, assuming that you are wrong about your rebuttals, why is your argumentation still more important? * Try not to take back to back POIs - take one and then move on! * I like the idea that you can connect with people based on their interests and or you can still be friends with people despite the distance; try to talk to me about how this is the best and only to connect. The reason for this is because there are other options for people to pursue (E.g., using zoom, etc.) so you need to explain why social media accounts are the best version of this. * Try to make sure that you are actively using the CREI structure to build your argumentation. You need to make sure that you are signposting your argument according to this! * Why is social media the unique and or best place to share interests and or funny things? Always remember to explain how and why your argument is uniquely the best! * Try to make sure you show me that social media will be used responsibly; this is critical for the argument to have some weight and bite to it!   Speaking time: 04:00.58, good work! |
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