| **Student Name:** Amy |
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| **Motion:** THW ban social media for users under the age of sixteen |
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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:**   * The speech, especially at the start, would benefit from a strong hook and better eye contact. * Don’t start your speech with a filler word like so, like, etc. Please make sure to start directly with a preview of what your speech is about! * There seems to be a bit of confusion while moving from one point to the other. Better note taking and mental preparation before the speech would help overcome this. * Try to give me the specific steps and policies of the ban; so for example, how would you monitor the accounts, how you would punish people who evade the ban, what types of punishments you would have, etc. * Try to reduce these filler words: “So” “Uhm” “stuff”. * You seem to be overpronouncing the “H’ in some words; try to make sure to give each syllable the same attention. * Good attempt at pre-empting; remember that you must first establish your own arguments first. You need to make sure that the judge understands why your case is valuable and should be taken seriously first before you hit the other side! * The point that people under the age of 16 are vulnerable and lack real world experience is a good point that has great potential. However, I would suggest you provide more examples to illustrate further. The sub-point about people/scammers extracting money out of these children is also a potentially strong point, however, it was just stated in a sentence and left incomplete. * You have a bright personality; try to maintain some composure though! (E.g., not laughing at your own jokes, etc.) * Try to first answer the basic questions of the debate. For instance, what are the dangers of social media? Why are these dangers something that we can’t avoid? * A key aspect of pre-emption is the ability to tackle your opponent’s case where it hurts the most; try to pre-empt the idea that parents can help and control their kids online next time! * Interesting argument re: stiffness. Try to give me more examples of this; could it be that kids only speak the way they do online? * Don’t rely on a POI to fulfill speaking time!   Speaking time: 06:27.95, good work! |
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| **Student Name:** Jaylan |
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| **Motion:** THW ban social media for users under the age of sixteen. |
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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 seem to have a firmer stage presence this time around. Good! * Try to make sure that you’re also accommodating eye contact and using hand gestures! * I think that you want to be more efficient with the context building; make sure that you tell the judge why you are saying the things that you are saying so that the judge understands the value of your speech! * Try to make sure that you take some time before the start of your speech to figure out what you will say and when you will say it! * Each argument you have has independent value; for example, the argument about learning and the educational aspect of social media has a few independent reasons etc. * I think that the POI could have been answered better; you can just say that distraction still remains despite the fact that children are off social media. * Try to make sure that you are proving why the parental controls are actually effective and cannot be bypassed easily. This is a core and crucial aspect of your speech! * Try to focus on your clarity; you could use a lot more signposting throughout your arguments! * The context building at the very start was done well. A little more hand gestures would help further. * The pauses at times can be overcome by better preparation in prep time and an improvement in confidence level. Good attempt nonetheless.   Speaking time: 04:56.38, 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 |
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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:**   * 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 accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
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| 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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| 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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