| **Student Name:** Amy |
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| **Motion:** THW limit sharing culture on social media. (E.g., sharing personal struggles, family issues, etc.). |
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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 not to start the sentence with a “So,” though. * Good hand gestures! * Good eye contact! * Definitions: You can always start with a general description of where your policy applies; and then proceed to talk about the examples like X, etc! This helps to make things clear and efficient for you. * Try to be done with your set up by around 1:30 next time; the main focus of your speech has to be with regards to your argument, not just the set up! * Try not to overthink too hard when it comes to your argumentation; stick with the basics! If you’re saying that people will gain your information; make sure you tell me what the harm of this is! * Try to make sure that you are putting some effort in how you sound; you gotta make sure to make yourself sound a lot more emotional in terms of your tone, etc! * Try to stick and formulate your arguments according to the structure; try to make sure that you tell me for example, what the three specific reasons are for you to establish a certain argument, etc. * Try to give me more details on your impacts; for example, if you’re talking about mental health problems, you need to give me the details!   Speaking time: 07:30.15, good work! |
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| **Student Name:** Jaylan |
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| **Motion:** THW limit sharing culture on social media. (E.g., sharing personal struggles, family issues, etc.) |
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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! * Good definitions; but get specific. If you say it isn’t a ban but rather just a limit, tell me about what the limit is! * Keep your projection up and moving; you gotta make sure that you are actively projecting! I also think that you are quite monotonous in this speech. Keep the emotional contrasts coming! * Good pacing; I like the idea of entrepreneurs and social influencers - but I think you first want to establish if it is even a healthy idea to begin with; try to also then compare and explain why an alternative of this could be desirable or good! * Try to expand on your impacts; this means, getting down to the nitty gritty of WHO is impacted, HOW they are impacted, WHY they are impacted, and how deep the impacts are! * Try to get the rebuttals to be sharper; I think you need to make sure that you are hitting each part of the argument as hard as possible - focus on the main assumptions made by the other side next time! |
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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 |
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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:** |
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