| **Student Name:** Chester |
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| **Motion**: THBT social media has a more negative impact than positive impact on teenagers. |
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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 offered and/or accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | 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 |
| Competition Score: | 70 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:   * Try to make sure that you start your speech with a hook that previews your speech! You gotta give me some assertive energy. I think the analogy you drew between social media and a drug was pretty powerful. * Good analysis on addiction and how they try to get you; you could also point out that there isn’t really much of an ability to control yourself when it comes to social media - because the dopamine hit is super high. * Good hand gestures and speaking presence! I think you are quite a compelling speaker. * Make sure you start with a standard! (In value judgement debates, you gotta talk to me about how exactly I should be judging things - e.g., the standard is where teenagers are better off in terms of health, etc.) * 2nd argument - good argument on the comparison that you do online - what you wanna make sure to do here is to explain that this is hard to avoid; because social media is all about comparison! * 3rd argument - socialisation - I understand this argument but I think you need to be pre-emptive; this means predicting and dealing with what your opponents are likely to say! For example, in this case it’s quite likely that people are going to say that social media actually helps you socialise - just in a different way. * Keep your composure! Don’t laugh too much. (Or at all.)   Speaking time: 05:40.31, good work! Let’s aim for 6 minutes next time. | | | | | | |

| **Student Name:** Bea |
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| **Motion**: THBT social media has a more negative impact than positive impact on teenagers. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | **1** | 2 | 3 | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | 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 |
| Competition Score: | 68 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:   * Make sure to try to sound more assertive! I think your speaking style is fine otherwise. * You wanna start with rebutting the speaker before you! It’s a lot easier for a judge to believe you when they know your opponent before you was wrong. * You want to make the argument sound less academic; this means reducing things like there is an educational benefit, etc. You want to structure it around an impact. (E.g., this is gonna help us socialise.). From there, you wanna go ahead to talk about why the claim (The name of the argument) is true! (Continuous loop is a good example of being a bit academic) * Rebuttals   + I think you don’t quite have to agree with the proposition that there might be widespread terrible things on the internet; perhaps you could talk about content moderation, regulations, etc. It’s valuable to not completely accept things at face value to soften up the judge for when you get to the large scale rebuttals later on.   + Good tracking of what needs to be rebutted! * Remember to set up a standard in a debate! Tell me what the standard is for me to believe that social media indeed has more benefits than harm. | | | | | | |

| **Student Name:** Jacky |
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| **Motion**: THBT social media has a more negative impact than positive impact on teenagers. |
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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 offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | 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** |
| Competition Score: | 71 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:   * Nice emotional pull in the hook Jacky! * Rebuttals   + I think for cyberbullying, you can also talk about just the lack of action that is usually taken against people who perpetrate bullying. E.g,, that people aren’t punished too harshly, etc.   + For the educational environment argument, you can also clarify that this isn’t exclusive to social media - there are websites, etc, that are dedicated for education specifically. This is probably better than a random X user.   + For the communication part, you might want to pre-empt the angle about people with social anxiety, etc, who benefit from social media. * Argument: Harmful to mental health   + I think you wanna talk more about the specific mechanisms that push the highest standards vs just the content; because technically people can avoid this content and it might not be so widespread. You wanna make sure to explain how and why this is super widespread.   + Good personal example!   + Fair analysis on social media psychology and why it hurts us. * You gotta up the energy in your speech! Give me a more assertive tone.   Speaking time: 07:14.57, good work! Keep it up. | | | | | | |

| **Student Name:** Oscar |
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| **Topic:** THBT social media has a more negative impact than positive impact on teenagers. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | 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 |
| Competition Score: | 69 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:   * Good hook! Nice personal reference and emotions. Especially good work not repeating the topic! * Good signposting! * Rebuttal   + Bullying has been a problem - fair that social media didn’t cause it per say, but I think it’s fair for them to say that it brings people the ability to bully people (Anonymity, etc.). Gotta make sure you prove that we are solving the problem at least!   + False information - I think it might be better if you explained that perhaps there are good methods and or laws we have currently that help us control the spread of misinformation, etc.   + Depends on how you use it - You gotta take into account the details of how social media works from Prop 2! Or at least explain why the average person can have their own unique experience, etc.   Argument: Good for you to discover new things   * I think you wanna make sure that you are explaining why this discovery is exclusive to social media; you can say things like its free, its easy to access, there are very few barriers to getting involved with someone, etc.   Speaking time: 05:01.69, good work! | | | | | | |