| **Student Name:** Connor Chung. |
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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 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** |
| 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:**   * Interesting hook; the content was pretty on point! Try to make sure that you are matching this with an emotional tone that matches what you are saying. * Stance: Good focus on mental health. * Set-up: For the set up part, you need to make sure to tell me more about what you’re preferring versus what your general argument position is - try to tell me about what you prefer. For example, try to tell me what the definitions are and also what you would prefer instead for social media. * Argument 1: Self-Esteem   + Don’t start your speech with a statistic; you need to get straight into the argumentation! Focus on showing logical reasoning here. You could say things like you are constantly comparing yourself to others and that you are also given a lot of depressing content as well.   + Remember that the debate is about friendships; how does this impact friendships specifically? Does a low self-esteem impact your ability to be a good friend?   + You need to make sure that you are impacting your argumentation; what is the impact of people feeling bad and people feeling like they aren’t good enough? This is a distinct thing that can be explored and analysed. * Argument 2: Bad friendships   + I get that everything being digital could be a bad thing; but you need to be a bit more directed and specific here. Also, what is the problem with having a lot of friendships even if the friendships aren’t that deep?   + You can explain things like how you feel lonely despite being surrounded by people you know and like, etc!   Speaking time: 05:25.92, good work! |
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