| **Student Name:** Connor Chung. |
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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 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:** Speaking time: 05:51.57, good work! Let’s aim for 6 next time.   * Nice hook; good use of dramatic pause as well! Interesting angle on how this move would rob children of their childhood. * Good signposting! * The context building was good. However, you might think of points you want to stress as a broad response to the proposition. * Try to make sure that you are rebutting your opponent’s first and then pre-empting them; pre-empting is also better at the end of your argument because there will be a clear comparison between you and your opponents. * You might need to illustrate why the young coder does not get enough opportunity in the absence of social media. That comparison is crucial to make this point reasonable. * Make sure to follow the flow of a first opposition speech; I think that you missed the set-up aspect of the speech. Make sure that you are actively telling me about how you would attempt to control social media, if any. * You must engage with points of the proposition which claims that there is compromise in wellbeing and several negative harms. When you provide your substantive material, you must acknowledge the proposition's points. Disengagement could cost several speaker points at your end. * The argumentation about comfort and environments (Re: LGBTQIA+) for vulnerable people was really good. This can be built into an independent argument. You may want to make sure that you are also talking about why social media is exclusive; which means that, why can’t these people find community in real life? Is it because there is danger, etc? * You’re using several distinct examples in your speech. Good job! * The above also applies to your argument about imagination, etc! In general, an excellent argument here would be for you to really explain how social media does this so much better for learning about things like climate change etc. Is it because it is the fastest and most effective thing to do? * Try to make sure that you are telling me about why parents can perhaps teach their kids to be safe; this is a really good angle to focus on since you can then show that essentially, we can’t get them off the internet, but we can help them navigate it well. The most important part of this argument is to explain HOW you will end up doing this. |
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