| **Student Name:** Natalie Ng |
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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:**   * Good job stating a relevant fact at the start of your speech. * There is a hint of good sign posting at the start, however, it is recommended that you try further and clearly state your arguments. * The point about imitation can be illustrated further by telling what sort of content may exist on social media that are directly harmful for children. * Make sure that you are ready to go and can flow your speech smoothly at the start of the speech; take a gulp of water to avoid any dry throat induced coughs! * Definitions: Try to make sure that you focus on the terms that are vague, such as social media, etc. * The idea that children will not abide by norms of not viewing specific content is an interesting one. It can be used as a good comparative as well as a preemptive against the opposition side. More illustration on this point would largely benefit the speech. * I think that you have good and fair arguments; but you gotta make sure to build up these arguments to have a lot more content. For example, you should probably spend some time in building up your arguments with the base questions like why is social media unsafe, etc? Try to arrange and signpost each part of the argument. * Nice pre-emption re: children can avoid danger! * When you mention ‘negative effects of screentime’ or the FOMO effect, it may be useful to categorise them under a specific theme. Maybe well-being is a good subject under which they can come. Currently, they feel a little scattered, random and without a thematic place. * Make sure to follow the flow of the speech given to you; you missed out on set-up today! You need to make sure to tell me what exactly you will be banning and how you will be going ahead with the ban. * Try to make sure that you are building each argument out completely; you have a lot of good ideas like FOMO and etc. **But you gotta make sure to build each point out with three reasons for why the point is true and then impact the argument by showing me what is going to happen to people and how you change things for the better!** * Nice comparison between social media and gambling. * Conclusion   Speaking: 04:46.37, let’s aim for at least 5 minutes next time! |
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