| **Student Name:** Natalie Ng |
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| **Motion:** THW ban parental control apps. |
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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:**   * Nice hook! I like the way you tried to tie the harm of being constantly monitored to judge. * I recommend that you really try to explore each harm you were proposing to me; for example, when you mention that you are constantly being monitored, break down the harm of that to me, so that I know how important this is! You could say that this causes mental harm, etc. * Good responses re: children psychology and how they want to see things even more. You can go further though to say that children are rebellious and will want to access these things and they will find other ways to access this content. * When you mention that parents should try to talk to their kids, try to break this down for me! Make sure to tell me why this can happen first; this is important! Even if you can’t have this conversation, I think there is still a benefit though - which is the conversation helps the kids feel respected! * Good rhetoric! Try to tell me what kids will feel if they are exposed like that to their parents; you can point out that some kids may not be accepted by their parents (E.g., LGBT people) and this could put them in danger! * I like the way you mention that kids gotta grow up: give me the specific steps here for how this happens!   Speaking time: 05:05.64, good work! |
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