| **Student Name:** Nathan Sun |
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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:**   * Very emotional hook! Good illustration. Try not to laugh while saying it though! * Try to make your speech sound a bit more flowy and smooth though; it felt like there were a bit of random start and stops to the speech here and there. * Good direct response; when you’re responding to a principle, you could go ahead and mention that the principle depends on good usage - children are young and unlikely to be able to make the best decisions re: their privacy as they lack the experience and maturity to know if something is going wrong. Try to number and make the rebuttals more directed though! * Good signposting! * Children are protected; for this argument, I think you should really start with some context first for what the world looks like for children today. You could talk about the dangers online that exist such as:   + Predators   + Extremist people and ideologies.   + Both of these harms are two separate things you can talk about! * I think at the beginning of your speech, you wanna be clear about what you will be defending and why; e.g., when can the parents use the app, etc. This helps protect you against a lot of random accusations from the Prop! * Remember that whenever you speak about prioritising one outcome over another, its important that you talk about why the principle that isn't being prioritised is not as important! * Try to structure your argument more! Use CREI as a main frame to build and read your arguments out. * I think you want to build out what the harm to the children is; for example, this could be lifelong trauma, etc. You gotta really sell this to me! * Good attempt at utilitarian arguments!   Speaking time: 07:22.33, good work! |
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