| **Student Name:** Giselle Yap |
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| **Motion:** This house regrets the rise of social media over traditional media as a primary source of news |
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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 |
| Competition Score: | 70 | | | | | |
| 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 child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 4 minutes’ long due to timing constraints and class size.]  Clear hook, but we can afford to be more high-impact! Focus on the biggest harms.   * Good job signposting your speech.   Nice job flipping the nature of discourse on social media.   * Aside from just the example of deleting comments, highlight the bigger point which is numbers win in online discourse.   + So the majority can discriminate against the minority.   + Or the wealthy can pay trolls and bots to help them shape the discourse. * We are asserting that there are no regulations, but the Opposition has highlighted a few. So we can be more engaging here.   + Point out that their reporting mechanism only occurs after the harm is done.   But broadly good comparisons on why traditional media is still comparatively better!  On credibility bias, this is far more likely to happen with traditional media, rather than social media.   * In fact, on social media, users are more likely to scrutinise the information they receive. * But the focus on majority bias dominating online discussion is valid, well done!   + Can you illustrate what this looks like? Expand the harms. * Mainstream media can also engage in clickbaits, can we be more comparative?   We are lacking the impact analysis to the whole argument!   * Explain how the misinformation hurts political choices. * Explain the panic spreading during a crisis, leading to harmful decisions. * Etc.   Please offer more POIs.  4.22 - Watch for time! | | | | | | |