| **Student Name:** Marcus |
| --- |

| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice connection of the world’s problems with the solutions offered by genetic engineering. * Try to explain properly what genetic engineering means and how this works a bit before you move on. * Nice work on the model. You also want to contextualize that over time this will be cheaper and more accessible. * Good work on identifying that poorer families would want their children to be successful. This proves the intention but doesn’t prove their capacity to purchase this kind of technology. So, work on that aspect as well. * There is a lot of link missing between problems you have identified and the genetic engineering that you believe will solve them. * Nice structure for your speech.   3:00 | | | | | | |

| **Student Name: Kris** |
| --- |

| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice illustration of how different kinds of harms occur to the children. Try to explain why these things might happen to them. * Try to have a more proper structure for your argument with a proper thesis, reasoning and impact. * Nice work on showing that parents can regulate children. Here try to explain, when will they intervene, why will they intervene and other things. * Let’s rely less on our notes and try to maintain eye contact with the audience as well. * Try to explain your ideas before moving on to the next ideas. * Nice illustration that children are unlikely to know about the problems on the internet. * Good work on analyzing that children can be addicted to video games and other activities in the social media * Try to explain how parents are likely to act once they have internet access. 2:21 | | | | | | |

| **Student Name:** Ashley |
| --- |

| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice work on illustrating that parents have no clue of what their children are doing. Try to explain why there is a disconnect in this front. * Show why parents and children come from different backgrounds and often children are not open with their parents. * Nice work on showing that children won’t know about the security measures that can protect them. * Good approach with the responses. Nice work on explaining that children can get scared or terrified with the content they find there. But under normal circumstances why wouldn’t they just go and talk to their parents about it. Explain this bit as well. * Good work on referencing the previous speakers and their contributions. * When you say your side ensures safety, try to also compare why this is more important than potential loss of privacy. * Try to also clarify how just because parents have access doesn’t mean they will intervene every single time. * Try to explain that children’s safety is more of a responsibility for the parent because they are entrusted for safety and will be blamed and devastated when that is under threat.   5:20 | | | | | | |

| **Student Name:** Henry |
| --- |

| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * The fact that the internet is accessible is less important to the debate unless you prove how bad it is. So focus on the bad aspect as opposed to the accessibility of the internet in your hook. * Good illustration of how most children don’t know the method of blocking out harmful content. * You want to give more reasons to suggest why children won’t have the knowledge or the awareness to do all these right things on their own. * Try to also explain why parents will be more reasonable in their interventions. * Good illustration of how a lot of problems these kids have root causes on the internet. Try to explain how the problems in the internet cause kids to be stressed out, angry or explain a lot of actions kids do these days. * While extreme harms are possible, they are not likely for all kids. Try to explain more realistic harms that most kids will have.   4:30 | | | | | | |

| **Student Name:** Andrew |
| --- |

| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Let’s try to speak louder. * Nice work on explaining the benefits of the internet. But that applies to both sides. Try to explain why parental supervision will take away all these internet. * Good identification of the proposition arguments and good analysis of features available to block out scams. Try to explain why this information is readily accessible. (You can explain on your side, parents will still inform them about these things - it's just that they won’t themselves have access). * Nice work on identifying that children need privacy as not having that would make them uncomfortable. Try to explain why children getting uncomfortable doing things on the internet is not good. * Good illustration of how the feeling of someone watching you always is bad. Try to explain here why parents specifically are not the best actors to handle this particular situation. Talk about how they are overprotective. * Nice work on explaining that children need to creatively express themselves. Try to explain why they are unlikely to do that with parents looking over. Talk about how parents don’t know a lot about these apps and are more likely to intervene in these situations. * 4:55 | | | | | | |

| **Student Name:** Marcus |
| --- |

| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Good signposting at the top of your argument. But we need a more emotive hook at the start as well. * Nice work to explain that there is a massive amount of information available on the internet about how to prevent bad behaviors. * Nice work on explaining how there are solutions for all the issues the other side explains exist. * We need a more proper structure for our arguments. * Nice work on explaining that children won’t be happy with parent supervision. Nice work on explaining how this leads to bad relationships. However when you extrapolate this to mental damage, we need more work to prove this. Explain how parents and children come from different backgrounds and have a hard time agreeing with each other. * Nice work on comparison of worlds. * 4:55 | | | | | | |

| **Student Name:** Lydia |
| --- |

| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  Note: Speeches are meant to be four minutes in length for today’s class.   * Good acknowledgement of the harms on the internet. You want to try to explain why these issues are made worse by parent intervention. * On your side it might not be strategic for parents to do nothing. So try to explain what are the other ways in which parents can engage with this. * Try to address the POI. * When you explain that scams and other negative harms can be a lesson for students. This is true but try to explain why this won’t be that bad for them. For example, children often don’t have access to their parent’s credit card accounts, aren’t allowed to go wherever they want and similar things. Which means they can’t do all these things. * Try to speak for longer. * Try to maintain eye contact with the audience. 3:07 | | | | | | |