| **Student Name:** Natalie |
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| This house would punish social media companies for any harmful and illegal activities on their platform |
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| 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:  The speech length for today’s class is four minutes.   * Good work on defining terms in the debate. You don’t have to define every single word. Focus on words that might be ambiguous or are key terms. * Social media platforms' wide usage/ effect was well-put! * They should take it down before “more people see it” – good point. Can you add more reasons here? Why/ how does it work? * Please increase your speaking confidence; and also please increase your eye-contact too in that process! * Try to make your speeches more fluid. You are pausing a lot between your sentences and even between words. * Try to make and maintain eye contact with your audience. * Good work on identifying that illegal and harmful content harms people and thus we need immediate action. You want to explain exactly what they can do. * You want to clarify why exactly these companies are at fault as well. * You can use existing trends and mechanisms to show how powerful social media platforms are. You can use the development in technology and AI as a mechanism for how they can regulate content in their platform. * You need a model for punishment by explaining to what extent you will punish them and how. * 3:40 | | | | | | |

| **Student Name:** Henry |
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| This house would punish social media companies for any harmful and illegal activities on their platform |
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| 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:  The speech length for today’s class is four minutes.   * On rebuttals to possible algorithms that can filter bad content; you just stated “they only care about money”. This doesn't respond to the primary argument. Because they could, for instance, use a small fraction of their trillion dollar company, or this could help them save themselves from future lawsuits that could be even more expensive, or it could, also, help keep the platform safe so more people join. * Your analysis of CIA and other intelligence agencies preventing a crime doesn’t help you prove why social media can’t. You need a more direct hook. However, good work on building up a good event timeline in your hook. * When you explain these social media companies do not have these technologies, try to show what is the harm of misapplied technology? Maybe they will shut down other meaningful expressive content. * Don’t ask questions in your rebuttal, maybe focus more on the lack of resources as opposed to asking “Are you going to pull out the money?” * Nice work on identifying that people will find out ways to escape social media algorithm detection.   4:10 | | | | | | |

| **Student Name:** Morgan |
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| This house would punish social media companies for any harmful and illegal activities on their platform |
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| 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:  The speech length for today’s class is four minutes.   * “Without the company there would be no users” and so the company is the root of the problems. * POI answer: youtube age restriction being 12+ does not correlate to other mainstream media and child's affects on them * Nice identification that the platform is so huge that you can’t police all content. You need to explain then why the fine will work on your side. * Try to make and maintain eye contact with your audience. * Your explanation of why social media platforms give platforms to the users is incomplete. That proves that we need a platform for interaction but that doesn’t prove complicity - it doesn’t say they are responsible for the harm. * Try to speak faster. * Do not use personal examples - try to use a broader likely situation. * 4:20 | | | | | | |

| **Student Name: Aiden** |
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| This house believes that bullying should be treated as a criminal offense. |
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| 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:  The speech length for today’s class is five minutes.   * It is not recommended to say “I cannot read my own handwriting” and then to laugh at it. * Please prepare your own speech. And make sure you have a proper hook for this. * You need to identify and summarize ideas from the other side before you rebuttal them. It is very difficult to see what idea you are responding to. * You want to explain exactly why the users are real offenders. Explain why social media platforms are only offering a platform for this. * Try to speak for longer. * 2:20 | | | | | | |

| **Student Name:** Ashley |
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| This house believes that bullying should be treated as a criminal offense. |
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| 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:  The speech length for today’s class is four minutes.   * Good hook! It is clear that these companies (a) have capacity, and (b) are not doing enough to stop negative things on their platform. * Punishing social media companies does not mean that we are taking away focus on individual users; it is a very good point! Please explain why this is a useful addition to the debate? * Your analysis on why holding both accountable is more “effective” is a good direction. * Nice work on explaining that social media companies are misallocating their resources. You want to explain why this kind of expenditure is justified investment. * You need to explain why punishing the companies actually improves the punishment for the users. Explain how social media companies will enforce their own mechanisms for punishments. * You need to improve your transitions. You waste a lot of time moving from one idea to another. * When you say companies can moderate - try to use why the companies now have technologies that allow them to do this. Talk about how AI has evolved over the years. * 3:45 | | | | | | |

| **Student Name:** Kris |
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| This house believes that bullying should be treated as a criminal offense. |
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| 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:  The speech length for today’s class is four minutes.   * You had an ok hook, that there are way too many posts, but please try to also make it more directional or give something that is more substantive. Also try to add more energy to your hook. * Social media companies are not “capable” to trace it all. Why? To what extent is that true? * Try to look at your audience while you speak. Try to interact with them. * Very good tracking but we need to respond to each idea from the other side more. * Good work on explaining that the user's demand is the only thing that companies are responding to. * You also want to signpost specific parts of your speech. Use words like “Firstly”, “Secondly”, “moving on”, etc. * When you say users are at fault - explain how it is possible to track and punish them. Say how social media companies already cooperate with government agencies in investigation of these kinds of things. * Try to speak for longer. * 2:37 | | | | | | |

| **Student Name:** Melody |
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| This house believes that bullying should be treated as a criminal offense. |
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| 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:  The speech length for today’s class is four minutes.   * Please use more energy in your speech! It should have tonal variation e.g., your speech volume should go up and down as appropriate. * Please also look at your audience and make eye-contact. * Good work on explaining that social media companies are complicit in the harm in the platform by showing their lack of ability to take down harmful posts. * Try to speak for longer. * 2:15 | | | | | | |

| **Student Name:** Evelynne |
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| This house believes that bullying should be treated as a criminal offense. |
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| 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:  The speech length for today’s class is four minutes.   * We need more energy and enthusiasm in your hook. Good identification that users are directly complicit in these crimes. * Try to make and maintain eye contact with the audience. * Good work on explaining that the amount of content you get on social media is so massive that it is impossible to regulate. * You want to explain why the fines that you make the companies pay will not lead to them changing the platforms significantly. * Don’t be challenged by the POI - try to address it in some way - even when you don’t know the exact answer. * You summed up your team's core point well that social media platforms do not have enough resources. But you need more analysis here. Why is this true (if it is)? * Try to speak for longer. * 2:32 | | | | | | |