| **Student Name:** Isaiah |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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 child of that level. | | | | | | |
| Teacher comments:  Note: Speeches are meant to be 4 minutes in length for today’s class.   * Nice identification that safety is the most important priority for the parents. * Good work on analyzing that parents are able to help them prevent from entering into harmful situations and behavior. Here, you want to explain why parents are the best actors to decide this. Explain why they will act responsibly in these scenarios. * When you explain that parents don’t abuse this particular right, explain why exactly they won’t do this. * Let’s try to have a proper structure for our arguments with a thesis, reasoning and impact. * Let’s try to minimize the pauses in the middle of our speech. * Let’s try to not be affected by the audience’s reaction. And let’s focus on being more formal and structured. * Good illustration of all the harms that might happen if this doesn’t happen. Increase probability for these. * 4:20 | | | | | | |

| **Student Name: Anders** |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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:  Note: Speeches are meant to be four minutes in length for today’s class.   * Let’s try to minimize the pauses in the middle of your speech. * We need a lot of work on structure, presentation and clarity within the speech. * When we say that all people deserve to have privacy, try to explain why that is more important than potential safety risks. Either show that these safety risks are exaggerated, or that we could achieve safety even without full control. * Try to listen more to the other side’s ideas and summarize those as well. * Try to focus during the prep time. * Good work on the POIs - let’s try to frame those concerns more directly in your argument as well. * 2 min | | | | | | |

| **Student Name: Kaiden** |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice attempt to explain that the internet is filled with harmful and toxic content and how parental intervention can prevent that from happening. * If you have nothing for your rebuttal, just transition to argument without saying that. * Nice work on explaining that parents can see a lot of harmful content on the internet. * Let’s try to minimize the pauses in the middle of your speech. * Try to only accept POIs when it is necessary. * Try to use a proper structure for your speech. * Nice work on explaining how children are in danger because of a lot of bad content on the internet. * 4:30 | | | | | | |

| **Student Name:** Athan |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice identification that children’s privacy is important. * Good work on explaining that parents have other ways to solve the problem caused by the harms on the internet. Besides the safesearch - try to explain other constructive measures as well - like talking to the children or educating them. * Try to address the POI. When you say some safety can be achieved by safesearch - show why this is important as well. And show why it is not worth it to control every aspect of children’s behavior on the internet. * Try to speak for longer.   2:40 | | | | | | |

| **Student Name:** Ethan |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice illustration of a lot of harms that exist on the internet. Good illustration that even in the worst case censorship is the only way to prevent children from these harms. * While the content types that you have described exist on the internet, try to explain why they are likely to make their way to children’s profiles. * Good work on showing that parents are limited in their ability to set up safety standards for their children. * Good work to explain why the safety risks that you mention are too big compared to the possible benefits that come from freedom and privacy. * Good work on explaining that children will be less stressed on the internet with parents looking over them. This assumes that they will accept this as a norm - try to explain this transition more properly. Why won’t they look at it with that lens? 4:14 | | | | | | |

| **Student Name:** Davian |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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:  Note: Speeches are meant to be four minutes in length for today’s class.   * Nice work on analyze that parents have overwhelming control on the actions of children on the web. * Nice work on showing that different websites and platforms have options that limit children’s activity on the web. * Nice work on showing that parents can still control screen time and certain harmful things there. * Try to maintain a more consistent eye contact with the audience. * We need more actual responses and less comparisons as the case stands now because you have to realize that actual responses are missing in your side’s case at this point. * When you say that there are other ways to help kids not watch these content, explain what these are and why that is good. * Manage your time better.   4:30 | | | | | | |

| **Student Name:** Kyle |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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:  Note: Speeches are meant to be three minutes in length for today’s class.   * Nice work on trying to show what each speaker said. Try to also compare the risks and harms from both sides as well. * Nice illustration of where harmful content is on the internet. * Good work on showing that the internet is very difficult to regulate. * Nice comparison to show that protection and safety is more important than privacy. Good work on showing that parents can restrict very specific websites that are bad. * You also want to explain why parents will act reasonably on this.   2:40 | | | | | | |