| **Student Name: Charlize** |
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| **Motion:** This house believes that social media has more harm than good for friendships. |
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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 five minutes in length for today’s class.   * Good work on trying to extend your hook. You can try to make it more focused though. * Nice illustration of how jealousy affects the dynamics in social media. You want to clarify what these indicators mean, for example followers, snapscore and other things. You also want to explain why this is a bad thing. * You also want to cover bigger arguments first by showing super serious harms at the first. * Good macro structure for the speech. You need to change your argument structure a little bit more. Show what you are going to do to prove your argument - so people understand how the argument works. * Try to make and maintain eye contact with your audience. * Your criteria of a reliable friend should exist before your arguments because that is the lens through which you view friendships. * Good work on explaining the number of friends that you have increased and the quality of friendships decline. Try to explain this more. Show why this happens. * You are bringing up too many ideas instead of proving one idea more deeply. * Nice work on explaining that people prioritize the best moments of their lives which is not the best persona people want to be friends with. * 6:15 | | | | | | |