| **Student Name:** Marcel |
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| **Motion**: 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:   * We need a stronger hook. Try to prove the complicity of the social media companies in the hook itself. Try to explain how social media companies actively profit from these things. * While good work on trying to illustrate the range of social media infractions - saying rules of social media platforms isn’t like the best determinant. You can focus specifically on illegal activities mostly. * You need better signposting for your ideas. For your model try to show three different steps you are going to take. * You are pausing a lot after you have started your sentence - try to think through your ideas before you express. * Nice work on explaining that the company will respond to this kind of situation by trying to improve their behavior. * You need to explain how social media companies are responsible for this. Why are they at fault - why would they actively promote hateful or illegal content? * You need more clarification on why the money you lose from this policy or users leaving the platform will be more than the money you gain from sensational harmful content. * 5:42 | | | | | | |

| **Student Name:** Rachel |
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| **Motion**: 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:   * We need a stronger hook. Don’t just say social media is being more popular, try to show why hate sells on these platforms that incentivize people to continue along this path. * A large part of your initial ideas are neutral. Try to show exactly how social media companies profit from this kind of content and how punishment will change that. * You need a more robust response structure in your speech. * Nice identification that user interaction is a major reason for companies to make money. You need to zoom in specifically on high engagement harmful content and talk about how these are popular. * You also need to explain how you deal with individuals that do these things. How will social media companies react to this and how will that be successful? * Try to speak for longer.   3:30 | | | | | | |

| **Student Name:** Aliana |
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| **Motion**: 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:   * Don’t pause before your hook. You also need a stronger hook. Try to show how bad it is to punish social media companies for the mistakes and actions done by people. * You are using a lot of “like” in your speech. * You want to minimize framing ideas with “I don’t agree with this statement”, try to focus on why generally this idea is untrue as opposed to this being your opinion. * Nice work on explaining that social media will try to overpolice in reaction to this. Try to explain exactly why this is the likely situation. * When you explain social media cannot control what people post - try to show exactly what motivates people to post these content and why social media can’t stop all of them. * Good work on trying to illustrate the harms of punishing social media platforms. * In response to the POi don’t ask the questions to the speaker - focus on answering them. * Good work on explaining that to prevent few people from abusing the platform you end up overpolicing someone. * Try to prioritize important bits of your speech early on.   5:40 | | | | | | |