| **Student Name: Anthony** |
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| **Motion**: 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** |
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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 |
| Competition Score: |  | | | | | |
| 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:   * Try to have a confidently placed hook! * Try to have a plan of the speech before you start speaking! * Nice work on explaining that social media companies weren’t able to monitor these pieces of content properly. Explain here exactly what they could have done and how it improves social media. * Nice work on explaining that punishing social media companies can influence real life outcomes of harmful content. * When you say social media companies will pay more attention - explain what they will do as a result of this. Show content moderation and the specific steps taken by the company. * Good work on explaining that we could have specific bans for users by the companies. * You want to make your sentences more formal and structured. * Don’t ask POI to the audience. Maybe structure your speech based on whatever you have understood from them. * Try to make and maintain eye contact with your audience. * Try not to get sidetracked in the middle of your speech. Don’t lose your chain of thought. * 4:50 | | | | | | |

| **Student Name: Nathan** |
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| **Motion**: 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 |
| Competition Score: |  | | | | | |
| 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:   * You need a more emotive hook. Try to show why exactly it is wrong to punish companies rather than asking a question on the hook. * Good work on explaining that social media companies are doing enough to restrict illegal content on their platform. * POI answer was prompt! * Try to minimize the pauses in your speech. And the laughters please. * Nice work on explaining that the large extent of harm from these content on social media is mental.. However you need to explain why current measures to improve content are sufficient or improving. * It is recommended to not get too informal while speaking, for example, to not be laughing, and so on * Nice identification of issues from the proposition side but you are not doing enough to respond to these claims. You need more than one reason to explain this. * Please minimize pauses of your speeches! * Do not make answers personalized (eg my friend knows) - but please try to be logical instead. Use broader examples that can apply to everyone as opposed to just one specific person. * Nice work on identifying that this will infringe on people’s right to speech - however you need to explain why this right is important and how this will be infringed. * 5:20 | | | | | | |

| **Student Name: Selena** |
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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 |
| Competition Score: |  | | | | | |
| 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:   * Nice work on identifying the vulnerable actors in the debate. You need a better structure for your hook though. * Good flagposting of arguments! * Please do not get distracted, even if something is happening! * Good work on explaining the extent of damage to individuals through illegal and harmful activities. * Please try to structure your speech such that it becomes easier to follow! * Instead of focusing on how social media platforms show specific types of content that can be harmful - show what other mechanisms cause these kinds of content to be promoted. Explain why hate speech might have emotional component that maximizes * Try to make and maintain eye contact with your audience. * Speech ended abruptly - try to transition more smoothly to a conclusion. * 3:20 | | | | | | |

| **Student Name: Albert** |
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| **Motion**: 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 |
| Competition Score: |  | | | | | |
| 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:   * In your hook - try to show exactly why the companies are not at fault. Rather than making a general observation of innocent people getting affected. * Try to minimize pauses in your speech, and try to have full sentences instead. * Good point that third parties should not be punished! * Nice work on explaining that the implementation of content moderation at scale is not possible because of privacy. * Nice work on explaining that companies do not have direct control over user’s actions. Try to show what kind of other influences motivate users to do it. For example their behavior, their socialization and everything else might be more responsible for this. * When you explain that companies can’t control user’s behavior at all - this is a bit of an extreme case. Try to show however that if they exercise a large amount of control how it can intervene on user’s privacy or freedom. * Try to explain what you are going to do instead on your side if you are not punishing them. * Good work on explaining that social media companies might control information and spread propaganda if they are allowed to censor the content. You need to build this argument more directly. * We need a smoother transition to conclusion. * When you explain stringent restrictions for users.   5:00 | | | | | | |