| **Student Name: Anthony** |
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| **Motion**: THW ban parental monitoring apps. |
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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:   * Nice work on the hook. Nice work on explaining that invasion of privacy can harm the kids directly. * When you explain that children’s rights are not respected - show what happens when that right is violated. * Nice work on explaining how the relationship between parents and children can be fractured by the parents constantly tracking their children. Show what this means, maybe children don’t share things with parents and they lash out on them. * Good work on explaining that there was no explicit consent given by the children. Show why that makes this a violation of their rights. * Try to explain the harm to children’s growth and freedom in the long run. * 3:00 | | | | | | |

| **Student Name: Charlize** |
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| **Motion**: THW ban parental monitoring apps. |
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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 |
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| 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 |
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| Teacher comments:   * Nice work on explaining the extent of control that parents have on children's lives. Good work on the hook and the transition. * Nice work on explaining that safety isn’t best maintained by these apps. Explain here why parents are likely to engage in irrational ways. * Good work on explaining alternative ways in which you can ensure safety for the kids. * You need to explain more deeply about what privacy is and link it to more than just happiness - talk about freedom and creativity and expression and how that will be affected. * Good work on explaining that children deserve to not be judged. * Try to make and maintain eye contact with your audience. * Try to explain that parents have high and unreachable standards of perfection (prove this as well) and explain that this will lead to parents over-controlling your life. * Nice work on explaining that parents can use this to redirect the pathways for their kids.   4:50 | | | | | | |

| **Student Name: Selena** |
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| **Motion**: THW ban parental monitoring apps. |
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| 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 |
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| Teacher comments:   * Good work on explaining that people are actively targeting children and thus it is important for parents to control this aspect. * Good work on explaining how vulnerable children are and how you can protect them. Try to explain exactly how these apps allow parents to connect with them better. * Explain here that just because parents know what is happening with the kids does not mean that they will always intervene. Also explain why they are likely to intervene only when there are serious things. * Nice work on explaining overall harms of social media. You want to explain why parents will act responsible and rational when they discover their children are not in a bad track. * Try to explain that kids becoming bad is more of a developing issue and doesn’t happen at once. Try to explain how parents can stop this before it happens. * Good energy and enthusiasm in your speech. * Try to add some rebuttals to your case. I remember you mentioning privacy and security in your hook but you never explicitly compared them.   4:39 | | | | | | |

| **Student Name: Albert** |
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| **Motion**: THW ban parental monitoring apps. |
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| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
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| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:   * Nice work on explaining that every outside element is not a threat. Here you want to explain the threat perception of parents and how they are likely to overplay the worse case situations. * When you are trying to explain that parents don’t always make reasonable decisions when it comes to their children. Good work on explaining that parental tracking apps do not preserve the full extent of the context. * Good work on explaining that children’s knowledge about independence and freedom is constrained when parents over monitor and control their behavior. Explain the importance of these for long term growth. * You need to characterize parents a little bit more. Why will they create unrealistic standards? Why will they judge scenarios incorrectly? And why are they likely to expose their children to further harm? * Good improvement on the pauses and confusions in the middle of your speech. * 4:55 | | | | | | |

| **Student Name: Kana** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Teacher comments:   * You need your hook and do not ask a broad general question in your hook. Try to say something emotive. * Nice work on explaining that parents will use these apps to keep their children safe. * You want to explain how parents can intervene in how they act with their kids. * Try to make and maintain eye contact with your audience. * Good work on explaining that parents have made significant investment and sacrifice for their children and they deserve to do this. * You want to explain the dangers that you speak about in this debate are realistic. Talk about why children are more vulnerable and this is the only way to help. * Minimize the casual remarks in your speech. At times you appear as if you are reading the script. Add emphasis and intonation to your speech.   4:35 | | | | | | |