| **Student Name: Kana** |
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| **Motion**: Topic: THW encourage teenagers to post about their private lives on social media. (E.g., posting about flunking an exam, breaking up with a friend, political beliefs.) |
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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 explaining that social validation in social media does not mean social validation in real life. * You need more contextualization of how sharing is not done in a reasonable and healthy way. * Good work on explaining that companies and institutions can weaponize the stuff. * You need to spend more time refuting and comparing ideas from the other side. * You need a more direct way to engage with POIs. * Try to explain how social media works and why that is not the best platform for mental health feedback. * Instead of asking questions in your rebuttals try to challenge the underlying logic. * 4:48 | | | | | | |

| **Student Name: Selina** |
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| **Motion**: THW encourage teenagers to post about their private lives on social media. (E.g., posting about flunking an exam, breaking up with a friend, political beliefs.) |
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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 |
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| 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 explaining that social media validation is temporary and not the best way to receive support and help. * You need to contextualize social media and how these things are designed there and how engagement in social media is polarized. * Minimize the fillers in your speech. * You need more clarity in your rebuttals. Try to add multiple reasons and try to have a goal with the rebuttals. Show what that rebuttal does to the opposition’s case. * You want to explain what kind of information you share and what kind of places. Explain where you express that and how you will be judged. * It is extremely unclear what it means for social validation to be “potential”. Try to use clearer words and explanations. * 4:30 | | | | | | |

| **Student Name: Andy** |
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| **Motion**: This house believes that the prevalence of Sharenting has done more harm than good. |
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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 to make a better hook. * Nice work on explaining that teenagers like to stay alone. Here you want to offer the reasons for that. Link this to how society does not understand them, talk about dysfunctional relationships with their family. * Try to speak louder and speak for longer. * You want to rely less on your notes - make more eye contact. * Nice work on explaining that people can form their interests once you get to know people after sharing everything. * Nice work on sharing how people can control what to share and what not to. You need more explanation on this though.   1:55 | | | | | | |

| **Student Name: Albert** |
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| Topic: THW encourage teenagers to post about their private lives on social media. (E.g., posting about flunking an exam, breaking up with a friend, political beliefs.) |
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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 |
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| 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 want to make your hook more emotive. Go directly to the centre of the problem and the effect. * Your debate needs a model. That means you want to be specific about how you would encourage teenagers. Explain the incentives you would offer them. * Good work on explaining that sharing things allows them to receive proper feedback on their circumstances. Here you actually need to recognize why social platforms are the best places to do that. Explain here how there will be other people who have the same experiences. * You also want to add some protection mechanisms for teenagers. Explain how there are other platforms that allow things like anonymity. * Good work on characterizing people as kind and wanting to help but you need to explain this more realistically. Show how people can control who views their content in social media and also control who you can be friends with. * 4:10 | | | | | | |