| **Student Name:** Aiden Cheng |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three to four minutes in length.  Our opening identifies well that kids don’t want to share everything with their parents - but then we flip to saying ah but this isn’t good for you; we want to start with our strongest push - maybe on how or why it is the case that kids make silly decisions, and parents need oversight; the flip flop makes your argument sound weaker.  Signposting is missing.  What is the title or thesis of the argument?  On ownership - fair enough! Why is this sufficient; why don’t kids have a right to privacy? Unpack this reason in greater detail.  Why are kids likely to get scammed in the first place? How does this happen? Why aren’t other regulations or checks sufficient to solve this problem - why is full access the only solution to this problem?  Good work having three reasons - or rather attempting to. I appreciate this; we need to think harder in prep to make sure that we’re able to develop this to the greatest extent.  POI: is the parent-child relationship that of landlord and tenant? That’s what our analysis makes it sound like!  Good on the role of parents - why is this the best or only way to fulfill this?  What is the impact of this argument?  We sound very apprehensive and concerned; this is not confidence or persuasion! Remember that you are trying to convince me that you are correct.  04:13 - good work speaking to this length! | | | | | | |

| **Student Name:** Lucas Ma |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three to four minutes in length.  Lucas, there’s no world in which you can tell me that you didn’t write anything down, or forgot that you had to do rebuttal; we spent the entire class talking about what rebuttal is and how to do it - and you nodded when I asked if everyone understood it (both times!).  Good opening - say it with more confidence and gusto!  Rebuttal   * Instead of using names, say ‘1st Prop’ said; fair on how children don’t learn - explain why this is true.   Argument   * Fair on how children feel, and what the reaction is likely to be. I think we need to consider why our side is also able to solve the problem; how do we solve their screen time addiction or safety. Our concern at the moment is that this makes children too safe, and then what parents aren’t around - they just get angry. Explain why or how other ways in which parents can speak to their children and teach them safety and guidelines instead. * Good on app limits; but this solution needs to come first, rather than be the last thing you say!   Our opening focused on privacy, but then our argument didn’t have any coverage of this issue!  We need to use hand gestures, we need to speak louder and project our voice!  03:24 | | | | | | |

| **Student Name:** Chloe Lit |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three to four minutes in length.  Clear opening highlighting the problem at hand; phrase this as an urgent problem needing solution, rather than phrasing it as a ‘do you remember’ style of opening.  Signposting? What will we do in this speech?  Argument - title? Thesis? What will you prove within this?   * Good on children lacking a sense of right and wrong, and believing in imitation. * Fair on this being a teaching tool. Why does it work? Why do children internalise teachings or learn from this? * We need to analyze why this is the best way to teach children; I buy that you have to intervene at a young age, but why in this specific manner? Why can’t teaching them how to use it and then go hands off enough? * Do kids have a right to privacy? Why don’t they have the right to privacy?   Our impact is a bit too simplistic - we say that it leads to less plagiarism and more honest kids - explain to me why this matters.  We need to follow the speech structure, and make sure that we’re using hand gestures, and speaking louder! | | | | | | |

| **Student Name:** Preston Chung |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three to four minutes in length.  Our opening highlights our stance well, but you need to target your 1st Prop’s speech in this manner; that what Proposition forgets is that children’s privacy matters etc. rebuttal isn’t just a part of our speech - we have to be focused on responsiveness as a skill.  Rebuttal   * Explain what the counterfactual is. What is the likely way in which parents will teach them, and why does this work? * Explain how kids are more likely to listen in this world than the other. * Rather than saying that this is insignificant, point out that there’s no exclusivity on Prop; we solve the problem just as much if not better.   Argument - what is the thesis?   * Establish to me first how children feel when they are being surveilled. What do they think, what kinds of actions are they likely to take etc. Are kids more internet savvy than parents - will they try to hide things, or share things? What kinds of behaviors does this encourage children to take? * Good impact on parent-child relations; impact this for me!   04:11 - excellent work! | | | | | | |

| **Student Name:** Alyssa Yung Tai Chan |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three to four minutes in length.  This is a solid opening! Tell me why children are unlikely to share things with parents themselves.  Clear signposting.  Argument   * Clear thesis! * We need to first establish why children don’t share - why is there no incentive to tell their parents what has happened; why is this monitoring the only way or best way to protect them? * The reasoning on cyberbullying is far stronger than on shared interests; good on incentive to keep bullying to self; unpack this in greater detail. How is preventing this from happening the only way or best way to help you? What harms could exists - such as trauma and abuse - that we prevent. * Good point on online safety - we need to establish how there are very few guardrails on the internet, and kids are curious - explain how the risk of seeing this is so high, we need monitoring to prevent this.   Good analysis - needs to be developed in greater detail!  Hand gestures are needed - good eye contact; our tone doesn’t sound very serious, nor do we sound convinced ourselves that we’re right.  03:01 - focus on expanding + your tone next time! | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three to four minutes in length.  If extreme, start with this - not that kids are up to mischievous things. Your opening has to be urgent and clear - start with the biggest push on your side!  Rebuttal   * Explain what the counterfactual is. What is the likely way in which parents will teach them, and why does this work? * Good on other methods of being able to tell; point out how you’re not willing to eat the harms of privacy for this benefit that is accessible in other ways. * On developing skills and mindset - why is this only possible without monitoring? * Engage with safety - Alyssa spends time on this, and you need to respond!   Argument   * Establish to me first how children feel when they are being surveilled. What do they think, what kinds of actions are they likely to take etc. Are kids more internet savvy than parents - will they try to hide things, or share things? What kinds of behaviors does this encourage children to take? * Good work attempting to impact the parent-child relationship - and why it is good. * We JUMP to disease and mental illness - you need to walk me through step by step as to how this happens.   We need to focus on our tone and sound more confident!  03:45 | | | | | | |

| **Student Name:** Verena Wong |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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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| 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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three to four minutes in length.  Good hook, clear urgent push. Excellent on capacity and ability. Talk about how parent’s duty is to protect their kids - this right exists because this is the only way to protect them.  Argument - title?   * Thesis? * First establish how and why the internet is so dangerous - lacks guardrails, built to be dangerous and addictive. Fair on scam links and leaks. * Then - establish how children are, and why they are likely to be unable to use common sense to practice safety. * I think our focus should be on safety and dangerous content, rather than scams - consider what Opp can solve for and what your exclusive benefit should be. * Why and how does monitoring work? How do we protect kids in the long-run? Do we train them, make them aware etc.? * Good on parental rights. * Why and how do you deal with trust - why do kids still trust their parents on your side?   Good tone today! Make more eye contact!  04:10 - good! | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion:** This house believes that parents should have full access to the internet activity of their children. |
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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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three to four minutes in length.  Jay, you need to write down the 1P speech - to be able to respond to it! Even if you have a great memory, it is better to be on the safer side!  Our opening needs to be delivered in a loud, clear and urgent tone; if it is that kids have self control and are aware, you need to say this in this manner - and then also give a quick justification as to why this is true; this is a value judgment, rather than an objective statement.  Rebuttal   * Identify first what your side can deal with as well; we can teach children, introduce them to the concept of safety and make it easy for them to come to their parents as such. * Good on timing as an issue; point out how we can’t have a reactionary solution - we need to solve pre-emptively. * On children and using laptops - explain why this is true!   Argument   * Rather than they should use another method - talk about how setting common sense regulations and restrictions is better because it solves the problem of safety far better. * Why is privacy important? What practical impact does it lead to - are children more likely to share things with their parents if they feel like they can trust them? How does this help us solve our problem further? * Point out - in direct clash with 1P - how this right to monitor doesn’t exist, especially when this isn’t the only way or even the best way to protect children.   Tone! We need to be louder and clearer; we must make more eye contact!  03:52 - good work! Let’s focus on delivery next time. | | | | | | |