| **Student Name: Athan** |
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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 |
| 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:  Note: Speeches are meant to be five minutes in length for today’s class.   * Good work on explaining that parental control apps allow parents to completely control behavior for their children. * Try to speak louder. * Nice work on explaining that children’s well being is affected by limits in apps. Try to explain here exactly why parents have a direct interest to be overly controlling. If you cannot prove that then the opposition's case that this is important for safety will be crucial. * Try to explain how you will deal with safety issues. * Nice work on explaining that kids will be disincentivized to search anything on the internet as they will be scared about their parents. Explain the link of this to children’s creativity and mental health. * You want to explain how this hurts parent-child relationships in the long run. * Explain exactly what these apps are. What are the features and how are they getting worse. * Nice work on explaining that some parents have negative notions for newer trends and cultures. Explain the generation gap but also the lack of awareness of how the world has changed. * Also talk about how parents must care about children’s success more than their happiness. 4:30 | | | | | | |

| **Student Name: Isaiah** |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Note: Speeches are meant to be five minutes in length for today’s class.   * Nice work on explaining that the world is dangerous and parents’ primary responsibility is taking care of their kids. * When you explain that these apps are the only way to protect children from dangers, try to show how other methods won’t work. * Nice work on explaining that when kids have something to hide, this is actually bad for them. Here try to explain why parents will have a reasonable intervention when they have to do it. * You want to explain that parents don't intervene every single time, and they only do it when the risk calculus is super high. * Good work on explaining that some parents who let children do whatever they want often regret it because of risky decisions by children. You want to explain why children have proclivity to do this. * Most parts of your case deal with more extreme scenarios - try to also deal with reasonable scenarios. * 5:00 | | | | | | |