| **Student Name:**  Jua |
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| **Motion**: THW ban social media for users under the age of sixteen. |
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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:   * Nice work on explaining that the content you see on social media can harm younger individuals. * You need better clarity on your model. Try to show the need for this policy more directly as well. * Try to show why things like regulations don’t work - this is the preemption part of your model. * When you explain that social media usage is linked to depression and other mental issues, you also need to provide casual links in addition to examples. * Good work on adding energy and enthusiasm to your speech. * You need to make your transition clearer, especially when you move from one idea to the next. * Try to ask and offer POIs. * When you explain that students will be distracted from studying and other tasks - also show why these other tasks are more important than the value from social media. * You can also benefit by characterizing young children a little bit more. * Nice work on offering examples and analysis from different studies on social media. * 5:00 | | | | | | |

| **Student Name:**  Athena |
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| **Motion**: THW ban social media for users under the age of sixteen. |
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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:   * You need a better transition from your hook. You can also try to add more than one sentence in your hook. * Try to minimize the pauses in your speech. * In your argument, try to add the comparison part for your argument. Try to show why a ban will be highly ineffective or harmful. * Nice work on explaining that people can consciously choose what information to access and what not to. You need to show why even kids under 16 will do that in a supervised setting. * Try to also explain how individual parents and families already implement measures for this. * Try to make and maintain eye contact with your audience. * Nice work on explaining that alternative ways to access social media illegally might be worse. * Try to ask or offer POIs. * 4:10 | | | | | | |