| **Student Name: Kana** |
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| **Motion**: THBT social media has done more harm than good for friendships. |
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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:   * Nice work on explaining that it is not worth losing important long term friends over short term friendships. * Try to minimize the pauses between the sentences. * Good work on explaining that it is easier to filter people based on interests and increase the overall number of people you want to be friends with. * Try to explain the real life situations that require real help which is simply not possible from friends online. * Try to also explain the other harms to friendships in general that happens because of online friendships. * Good work on explaining that there are limits to online friendship. But you want to be very clear on what these boundaries are. Explain why these boundaries are frustrating. * Nice work on explaining how your social and academic reputation will plummet with more social media engagement. You need to explain why this matters in the context of friendships. * Nice work on explaining that people’s private lives won’t be private anymore. Try to explain who other people’s opinions should not be considered. * 5:05 | | | | | | |

| **Student Name: Selina** |
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| **Motion**: THBT social media has done more harm than good for friendships. |
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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:   * Nice work on explaining that social media incentivizes more social interactions with people that we do not know. * Good work on explaining that online friendships are less likely to be forced as people choose their own version of friendships. * Nice work on explaining that real life friendships are designed in a way that you choose your friends based on what the society wants. * Good work on explaining that real friendships use social media as a vehicle to make life better. * Try to make and maintain eye contact. * You need a clearer structure for your speech. * Try to speak slightly faster. * You want to make the argument more clearer. * Nice nuance on explaining that anonymity allows people to showcase other sides of their own personalities that gets them to know more. Here, try to link to how introverts and other people can make friends in a better way. * Minimize the use of fillers in your speech.   5:50 | | | | | | |

| **Student Name: Andy** |
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| **Motion**: THBT social media has done more harm than good for friendships. |
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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:   * Nice work on trying to signpost ideas at the top of the speech. * Good work on defining the relevant definitions associated with the topic. * Nice work on explaining that people can choose who they want to be friends with. * When you explain social media offers more avenues for friendships, try to explain why this matters. * Good work on explaining the overall amount of possibilities online. * Try to speak for longer. * 2:08 | | | | | | |

| **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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   * Good work on clarifying the criteria for good friendships. * Try to make and maintain consistent eye contact with your audience. * You need to make your transitions smoother. When you move from one point to another try to show the connection there. * Good work on explaining what kind of social commitment is expected out of a friend. You need to explain how this is difficult to be delivered online. * Nice work on explaining the shallow and surficial nature of friendships. You want to explain the actual cost of these smaller friendships. Explain how these friendships come with obligations. * You need to explain exactly how online friendships break trust. * Nice illustration of the importance of depth in real life friendship. Link this to the amount of support and value people receive because of this depth. Here, link to their involvement in real life problems and situations and explain how you expand that dimension on your side. * Try to minimize repetitions in your speech. * You need a more direct response to the POI. * 5:57 | | | | | | |