| **Student Name:** Chanel Yuen Wah Lee |
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| **Motion:** This House Believes That Gentle Parenting does 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 |
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| Student accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student offered a point of information. | **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:**  [Speeches today are aimed for as long as possible!]  **Opening**   * Good hook! * You gave a good direction on how this will affect the kids in the long run, and why it is bad!   **Setup**   * I like that you made it clear that you have two arguments to run!   **Argument 1**   * Good analysis of how this will affect the average child. * Here, you could extend on why gentle parents would not often stop bad behaviors, and therefore, the above would happen. * You could also talk about how the average child responds better to discipline, instead of affirmative words alone.   **Argument 2**   * I like the nuance you gave on bullying! * You could here talk about why behaviors such as the above are often deeprooted, and need robust addressing, such as through punishments. * You could talk about the parent-child relationship here, e.g., how it becomes worse when the children later realize they are not disciplined enough!   **Style**   * Do not hold the full notebook on your face, and do not read from word to word – instead try to look at the audience, eye contact is important! * We also need to try and have some tonal variations! * Some hand gestures would make your speech sound a lot more engaging!   Good that you had a clear conclusion too!  **Speaking time:** 1:54 – this is shorter than the last speech, we need to do better! |
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