| **Student Name:** Kelly Zhang |
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| **Motion:** This house will enforce filial responsibility laws |
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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 |
| Competition Score: | 70 | | | | | |
| 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: Today’s speeches are 4 minutes’ long.]  The opening line felt quite undirected. What exactly does the presence of a parent denote? You must attempt to be more focused and or sharper when starting your speech.  Nice job signposting today! But we don’t have to signpost the rebuttals itself, just say how many responses you have.  The strategic conclusion of your first rebuttal needs to clearly conclude that a moral obligation is not equivalent to a legal obligation!   * Provide moral parallels of when this has happened before to strengthen your moral framework.   Excellent strategic observation that a lot of Opp’s arguments do not apply to your model!   * Say specifically that this excludes BOTH of Opp’s scenarios on abused children and low-income children.   The impact of the argument itself is uncontentious, we need to spend time explaining specifically why your policy is the only way to address this.   * Why can’t the state offer a better welfare system for the elderly? * We need to describe the contextual problem of an ageing society and a failing pension system to explain precisely why the elderly are forced into these circumstances of manual labour!   Excellent work in terms of characterising what life currently looks - although I think it may have been unstrategic. If its true that there is no time or enough money to take care of their parents, then perhaps it isn’t a good idea to obligate caring for a parent?  Your model of forcing the parent-child interaction is probably not a good idea under your characterisation of children who almost hate their own parents!  Please offer more POIs today!  4.36 - Watch for time! | | | | | | |