| **Student Name:** Amber |
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| **Motion:** THW require all adults to take care of their elderly parents |
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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 a child of that level. | | | | | | |
| Teacher comments:   * Let’s start our speech with a good hook at the top. * Let's try to minimize the pauses in your sentences. * Good work trying to show that parents took care of the children and they have a reciprocal obligation. Try to explain this more though. * While it is good work trying to highlight the specific contributions of parents, you want to try to explain why those contributions warrant children taking care of them when they are old. Here, talk about what happens to elderly parents, who else is there to take care of them? * 2:55 | | | | | | |

| **Student Name:** Kyle |
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| **Motion:** THW require all adults to take care of their elderly parents |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   * Instead of repeating the motion, prepare a hook. * Let’s not operate in what if scenarios. Explain why it is wrong for children to be forced into taking care of the children. * Try to explain that some children already take care of their parents once they grow old. * Nice work trying to show the financial costs of caring for parents. But you need to show why this is big and how other priorities are more important. * Try to speak for longer. * Let’s try to also engage with the other side. * 2:10 | | | | | | |

| **Student Name:** Aria |
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| **Motion:** THW require all adults to take care of their elderly parents |
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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 a child of that level. | | | | | | |
| Teacher comments:   * Try to come up with an impactful hook in your next speech. * Great attempt to rebut the argument of your opponent! * Try to take your opponent at their best; What if an adult is truly not capable of taking care of their adult child well? * Nice illustration to show that parents need a lot of care given their elderly condition. Try to show how children will be best able to take care of them by explaining how they know their needs more properly. * Try to explain what are the other alternatives available to them if their children didn’t take care of them. Are these good alternatives?   2:15 | | | | | | |

| **Student Name:** Maddie |
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| **Motion:** THW require all adults to take care of their elderly parents |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   * Try to come up with an interesting and or artistic hook in your next speech! * Great work trying to propose a solution to your opponent's argument earlier. * Nice work trying to signpost the structure for your speech. * Nice work on trying to segment adults into different categories. Good work highlighting the other responsibilities for the adult in question. * You want to show why the priorities of adults to take care of their children and themselves is more important than taking care of elderly. * This debate is not about whether or not children will take care of parents - explain most likely they will. This debate is about forcing or requiring them to. Try to explain this better. * Good vocal projection and good structure for your speech. * 2:20 | | | | | | |

| **Student Name:** Ari |
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| **Motion:** THW require all adults to take care of their elderly parents |
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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 a child of that level. | | | | | | |
| Teacher comments:   * Try to come up with a hook that is artistic and or reflects the entirety of your case next time! One way to do this might be a really good illustration of the problem you are trying to solve with the motion. * Nice examination of the condition of the children and parents who are deciding on this particular issue. * Great work on incorporating hand gestures throughout your speech! * You must try to respond to the hardest part of your opponent's case, which is that some children genuinely may not have the capacity to care for their parents. * Good work on showing that this is an impossible choice for the children. * Rather than focusing on specific parents and their needs, try to make this debate broadly applicable to all types of parents and all types of children. * Good work to say care from children will help elderly stay stable and mentally healthy. But we need to prove this link.   2:50 | | | | | | |

| **Student Name:** Tania |
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| **Motion:** THW require all adults to take care of their elderly parents |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   * Try to come up with an interesting/stylistic hook at the beginning of your speech next time. * Nice work trying to rebuttal the case from the other side by saying that parents themselves might not want to be taken care of. However, you also want to address the needs of parents who actually want to be taken care of. * Try to avoid running arguments that are based on a what if scenario. You want to engage with the most situations possible! * While your identification that children are more vulnerable than elderly people might be true. You should try to explain why you can’t do both. And why it is either the child or their parents' situation. * Good approach trying to rebuttal almost all of the claims from the other side. But we need multiple layers of reasoning in your response - maybe don’t rely too much on “maybes” and “what ifs”. * 2:40 | | | | | | |

| **Student Name:** Jennie |
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| **Motion:** THW require all adults to take care of their elderly parents |
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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 |
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| Teacher comments:   * Nice job for having an emotional hook at the beginning of your speech! * What about the children of these parents in this debate? You must try to show that they are able to take this obligation and that it wouldn’t be very difficult and or there are ways to cope. * Try to rely less on your paper during your speech - make eye contact with your audience! * Good work on showing that taking care of your parents is a good example for your kids. Show why it is so? And what will the kids learn or do with that example? * We are not attacking their reasons directly. We are saying that we could do this as well. Let’s try to show why taking care of parents is so important that other obligations should pale in comparison. * Your speech flows in a really nice way. Keep connecting different parts of your speech. * Try to manage your time more effectively, so you can finish before 3:15.   3:35 | | | | | | |