| **Student Name:** Kaiden Lau |
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| **Motion:** This house believes that parents should prioritise their child’s success over their happiness |
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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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are between 2 to 4 minutes’ long!]  Try to avoid starting your speech with an uhm. That said though, the content of the hook was solid. Try to slow down a little first!  Great strategic focus on talking about how happiness is very necessary for you to be successful.  What kind of environments are we talking about when you talk about stressful environments? You mention that they need nurturing environments. But what does that mean?  For a rebuttal, your job is to directly tell me why the argument is wrong. Don’t rebut by providing another angle! Give me reasons for why it's untrue.  Great angle of art school etc. You can also talk about how these children may feel really resentful and angry towards their parents. How would that impact things? This could link very well to the angle of the child giving up.  Also, why is it important for a child to be valued compared to having the highest chance of success? This is the core comparison and clash in the debate - weigh it out.  Great job pre-empting the argument that may come out from the Proposition! But make sure you actually tell me why that argument could be wrong!  Speaking time is 4:00! Well done! | | | | | | |