| **Student Name:** Natalie Ng |
| --- |

| **Motion:** This house would require all adults to take care of their elderly parents |
| --- |

| 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:**  [NOTE: Today’s speeches are between 3 to 4 minutes’ long!]  Great work with incorporating a relevant current context in your hook!   * We can expand the hook even more by answering the question you posed. Nice hook overall.   Try to explain your arguments without relying on specific contexts (e.g, a single parent with three children.) This is because your arguments should apply in a majority of scenarios, not just specific ones.  Before diving right into your position, try to do some signposting and explain what does the Opposition support instead, i.e. the government should take care of the elderly instead.  Why is the average adult not capable of taking care of their elderly parents beyond financial reasons? Could it be time, taking care of their own children, etc? Introducing numerous reasons would make your argument much richer!  Good clarification that capable children are fully able to decide to take care of their parents, and so we should focus on children who are not able to.   * Rather than children who are financially limited, we should also talk about different kinds of children who have strained relationships with their parents where the parents are the ones who are at fault.   Nice job introducing your alternative! Other than the government having funds, can we also explain why the quality of care and facilities provided by the government will always be of higher quality than the care that individual children will provide?   * We can impact this a little more by illustrating why children provide terrible care.   2.35 - Nice job! Let’s aim for 3 minutes next time! | | | | | | |