| **Student Name:** Nathan Sun |
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| **Motion:** This house would 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 |
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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 3 to 4 minutes’ long!]  Great attempt at an emotional hook! It was impactful.   * Try to be slightly more imaginative that “imagine if…”   In the signposting, try to preview your argument as opposed to just stating you will move to your rebuttals.   * Don’t give up halfway! Try to push through and attempt some responses anyway.   Try to make sure that your argument is structured following the Title - Thesis - Reasoning format you learnt in class! This would really help in terms of structuring your arguments well.  After stating that the elderly are in need of help, we need to explain why this policy is the right solution to pursue.   * Why should it be children exactly who do this? Perhaps do children owe their parents something because they benefited from being taken care of?   On parents feeling abandoned, why is this so important to the debate?   * Would it even be the right solution here if children are obviously forced to do this, wouldn’t parents still feel abandoned anyways?   If you find that you can’t finish your speaking time, you can provide the judge with a summary of what you have argued and why those arguments were so important.  2.12 | | | | | | |