| **Student Name:** Alex Zhu |
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| **Motion:** This house supports the rise of tiger parenting |
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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: | 70.5 | | | | | |
| 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 child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 5 minutes’ long.]  Nice hook, we can go even further illustrating your point.   * Good job signposting your clashes.   + Try to incorporate your rebuttals INTO your clashes, instead of having them separately before the clashes.   On the demotivation of children, good counterclaim on why children won’t be as motivated but we haven’t actually proven this.   * What is the nature of children and why can’t they be self-disciplined in the process of pursuing academic success? * Why can’t a lenient parent also positively encourage them to study? Why won’t their children listen if a parent attempts to guide them without any punishment?   I appreciate the pushback that a tiger parent won’t be that strict to the point of harm, this is a good focal point.   * You keep referencing that parents have positive, kind intentions. We should then actively use this analysis to explain that parents will be responsible and caring even when implementing strict practices! So it won’t be as harmful as the Opp claims.   + Point out that if parents know that being extremely strict will hurt the mental health of children and therefore hurt their studies, then tiger parents will also not be extremely strict to the point of hurting their own child.   Saying that a child is used to it and they will understand in the future doesn’t actually excuse all of the harms that the child suffers from!  Your team’s case on the future success of the child is not contentious at this point of the debate because the Opposition claims that kind parents could also help students study.   * Can we be comparative to the Opp’s claim that having good mental health is essential for a student to study effectively and develop as a healthy person?   Please offer more POIs in the debate!  5.50 - Watch for time please! | | | | | | |