| **Student Name:** Lilianna Poon |
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| **Motion:** This house would legally require children to take care of their parents once the parents reach old age |
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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 | | | | | |
| 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.]  I appreciate the signposting, but your hook should be more high-impact, rather than summative, Lilianna!  On the issue of children being better caretakers, we are not explaining what attributes of children that render them the better actor in this debate.   * Attempt to do a model-by-model explanation.   + Here, we should dive right into descriptions of how the elderly are struggling.   + On the lack of political capital, we cannot just assert that this is true and so there will be no funding. Explain that low-income elderly people don’t show up to vote, and it’s very costly to fund a system for people who bring them no political returns. This is why it’s underfunded. * To prove that there will be less funds, we need to describe the contextual problem of an ageing society and a failing pension system to explain precisely why the elderly are forced into these circumstances of manual labour!   + I also need to hear specifically why your policy is the only way to address this. Why can’t the state offer a better welfare system for the elderly?   Good job bringing up the moral obligation of children.   * But what is even the moral premise?   + Explain the principle of reciprocity proper and why it ought to be respected, why parents have sacrificed their own lives to protect children, and how vulnerable these parents are now without the care of the child.     - Good descriptions of how much parents have sacrificed in order for children to have a good life.   + What is the moral impact of violating this principle?   Excellent response to the POI, make a clear strategic observation that a lot of Opp’s arguments do not apply to your model!   * Say specifically that this excludes BOTH of Opp’s scenarios on abused children and low-income children.   Please offer more POIs in the debate!  5.05 | | | | | | |