| **Student Name: Anthony** |
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| **Motion**: THW make it compulsory for adult children 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 |
| Competition Score: |  | | | | | |
| 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:   * Nice work on explaining that children should have the right to do what they want to do. * Here when you say children are grown up enough to make that choice - try to show why they will make a good decision out of this right. * Nice work on explaining that this responsibility will stress the children. * You want to emphasize how children did not consent to be born. * Nice work on explaining that children’s childhood was largely restrictive. * You want to explain what the alternative is and how that also helps the parents. * Explain what are the types of children who choose not to take care even when there is no alternative. Explain about the cases where children have dysfunctional relationships with their parents. * Good work on using your hand gesture to emphasize things at times. You may want to minimize other redundant unconscious hand movements when you speak. * Your explanation of children’s lack of preparedness is just a small issue compared to a broader context of taking care. * Nice work on explaining that children can hire someone to take care of them.   7:20 | | | | | | |

| **Student Name: Selina** |
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| **Motion**: THW make it compulsory for adult children 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: |  | | | | | |
| 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:   * Nice work on explaining that children received care when they were completely vulnerable. * Try to make and maintain eye contact with the audience. * Nice work on explaining that you are just asking for the basic bare minimum for a good life. Here try to illustrate what this looks like from a child’s perspective. * When you explain parents over did their responsibilities - explain what that cost the parents - talk about how it cost their freedom and life and pursuit and dreams. * Try to minimize random pauses in your speech. And you don’t get “thinking” time in the real world debates. * Good work on explaining that it is a fair exchange. Try to explain why the alternative does not work. Here they don't say that alternatives don’t exist but say that they are unable to fulfill their emotional needs. * Nice work on explaining that parents give away their most productive years to their life. * You want to explain the benefits of this. Explain why children are likely to be selfish with their decisions if they are allowed the freedom.   6:30 | | | | | | |