| **Student Name:** Boris Cheung |
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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: | 68 | | | | | |
| 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: Speeches are meant to be six minutes in length for today’s class.  We need to position our opening - you have to make it engaging with the debate so far. Explaining your stance without explaining how it interacts with the debate so far doesn’t have any strategic value. Instead - call the Prop out for their very generous description of what a tiger parent is.  Our signposting was too extensive - be more efficient! No need to repeat your speaker position.  Rebuttal - first explain what they say, then go into rebuttals; you need to give your responses strategic direction.   * Ask whether or not this argument is even proven in the first place. Does the other side ever prove why this occurs? Then, engage with it on the basis that they proved it. Good on how no need for this push exists - good work pointing to the existence of peers and teachers; point out how schools are super competitive right now anyways, hence parents just need to be supportive. We can’t have all elements of life be competitive. * On academics - explain why tiger parents are likely to push you into these methods in the first place; I buy that this impact occurs and it is bad - but why does it come about in the first place. Use the language - on the comparative, we give you a balance, a fresh mind etc. * At the end of responses, tell me what the value of your rebuttals have been. What is the implication of your responses on the case presented by Prop so far.   Argument   * How is this different from the argument presented by first? * Need to analyze why this is the likely behavior from tiger parents in the first place. * Good on how even if you succeed, this isn’t good enough - and kids realize it is their parents; explain how in the future, this realization occurs - and what impact this has on the relationship; then explain why this relationship even matters in the first place.   05:22 - When the double bell goes, don’t add stuff - just conclude straight away. | | | | | | |