| **Student Name:** Ishan Harishankar |
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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: | 67.5 | | | | | |
| 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: Speeches are meant to be six minutes in length for today’s class.  Good opening; you can’t say you have limitations - that falls out of the spirit of the motion. Instead, explain why an overstretch isn’t likely. Explain what the incentives of parents are, and what checks and balances on abuse already exist in the status quo.  Rebuttal   * We should not have extensive rebuttal prior to our clashes; if the clarification is that life is not that bad under tiger parents, connect this with the opening above - and then segway into clashes straight away. * What is the point of clashes if you spend many minutes on extraneous rebuttal? * Repetition on limitation of tiger parents. This is inefficient. * Good on the even-if, but explain why children are likely to think this way in the future. * Why will they learn this way? We are missing likelihood analysis on why there is a unique need for tiger parents, given the analysis Boris presents on schools/teachers/peers.   Clash 1 (at 3:35!)   * Why is there a need for this? Why will children fail without tiger parents? Why won’t they know hard work otherwise? * Why is struggle necessary?   05:04 - good work keeping to time. I know this is something we struggle with. Our rebuttal needs to be more structured, and more strategic. We aren’t responding to the new material coming out of 2O.  Good work asking a POI - word it more efficiently next time. You should write your POI down before you ask it! | | | | | | |