| **Student Name:** Lilianna Poon |
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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 | | | | | |
| 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.  Our opening comes at attacking the other side in an indirect manner - if you think your side better helps children in the long-run, come out all guns blazing in this way.  Good on how your side doesn’t support child abuse - explain why tiger parents won’t go too far, and what existing checks and balances exist in order to prevent this.  What does it mean to be ‘better’ than Opposition? You need to establish a metric or standard!  Rebuttal   * On working together - what does this mean, and why is this enough? We say it’s not a huge problem, but we don’t really explain why. On compliments - why is this kind of behavior likely? You need to unpack the incentives and likely actions of parents. * Is this all we need to respond to? What about the work-life balance (second argument) claim?   Argument 1   * We don’t explain why this is true or ends up happening - how does this motivation or drive come to be in the first place? * How do they get hobbies? * Why is this an exclusive benefit? * We have to establish why this impact comes about in a step-by-step fashion; at the moment, we aren’t proving this at all.   This is a debate about the rise of tiger parents - so how tiger parenting is becoming more common/more prominent. Maybe we need to frame this very specifically - who is more likely to be a tiger parent than others? Think of working class parents, immigrant parents and so forth.  You need to speak faster, with more confidence and clarity! When the double bell goes, don’t add stuff - just conclude straight away.  05:19  Where are the POIs? | | | | | | |