| **Student Name:** Bernard Chong |
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| **Motion**: This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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: | 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:   * Nice work on identifying that children’s control over parents' decisions might have massive impacts on children. Here it would be better if you could illustrate these impacts as well. * While you are correct in identifying that decisions about career paths happen later in their life - try to also explain why the decisions about education made early on by the kids can harm children as well. * While you are doing great work to explain the overall power abuse from the children, you are not giving enough reasons to suggest why kids will abuse this authority even for situations that will control their life. * Nice identification that parents are more experienced - however try to apply this in the context of important decisions for their children. * Nice work on showing that children prioritize short term happiness over long term well being. Here try to explain what motivates this - are children impulsive, emotional, or too occupied by the moment to be able to foresee the impacts of the decisions?   4:00 | | | | | | |

| **Student Name:** Andrew Man |
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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: | 69 | | | | | |
| 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 illustration that parental control can constrain the options that are available for the children. A little bit of illustration on this might be very effective. * Nice work on showing that parents use harsher measures and parental control to impose their decisions. Here try to show why parents have an incentive to do this and how this incentive can be misguided. * Great structure to your speech and good style in the beginning. However the energy you had at the start reduced a bit as we advanced into the case. * You can try to make your responses more direct. Rather than saying biological factors make children more prepared to make the decisions. Say that they know about their body and understand things like pain and pleasure which is enough stimulus to make these decisions. * 3:45 | | | | | | |

| **Student Name:** Lilianna Poon |
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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:   * Try to speak louder. * Good work on showing that the decisions made by the parents will affect their entire life. Try to also show how this works out. * Good work on illustrating how the decision making process happens. Give more reasons to support why this is the likely way in most families. * Here, it would benefit you to clarify that children aren’t making direct decisions either and they only have the power to veto the decisions. * Nice identification that children don’t really understand when their parents make decisions for them. However, try to explain how in your world they will try to explain and clarify this. * Your assumption that children know about their life and decisions need a bit of grounding. Talk about why they have lived their life - they know basic emotions and effects like pain and pleasure. And talk about how these things are enough for them to be allowed to veto.   03:59  We need to ask POIs! | | | | | | |

| **Student Name:** Boris Cheung |
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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:   * Nice identification that children often rebel in parent’s decisions. Try to explain where this comes from and why they will continue to rebel even against the decision that affects them. * Nice work on showing that in your world children can still complain but not stop the decision. * Nice work on incorporating the response structure in your speech. Nice work on explaining that children won’t know the effects of things they haven’t experienced. Here try to illustrate what exactly these things are. * Maybe try to show why kids will make decisions based on what is easy or comforting as opposed to something that is important. * In the proposition's world, it is more likely that parents will try to convince the children to not veto their ideas. You want to also engage with this perspective by showing how this does not work.   03:40  We have to consistently ask POIs! | | | | | | |

| **Student Name:** Ishan |
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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 |
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| 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:   * When you say that parents won’t hear their kids, try to explain why kids can provide valuable feedback or input in the decision making process. * You don’t want to suggest that parents have a choice to not accept the veto. The debate motion gives children this right - you can’t take that away in your policy. * Good work on explaining that children are experts of their own emotions and their body which makes them a good person to vote for the decisions that affect them. * When you say parents don’t know about the children’s schedule, I think this is a smaller issue, try to explain why parents don’t know about even more complex issues as well. * The use of the word mitigated is not appropriate in this context. “Children are being mitigated by the parents” can be changed to "Children are being influenced or controlled. * Good illustration that parents can be superstitious. However, you also want to give a picture of what this looks like.   3:59 | | | | | | |

| **Student Name:** Daryl |
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| **Motion**: This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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 |
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| Teacher comments:   * Good illustration of why children have several cognitive and contextual drawbacks to make the decisions. Try to illustrate how they might mess up certain specific decisions by giving us a picture. * Let’s try to complete a sentence properly before adding analysis to this. * Good utilization of the limitations of children’s decision making and how that will impact their life. * Maybe also try to show how they will regret their decision in the future and blame themselves. * Try to structure larger parts of your speech into clashes. You can even structure rebuttals in the clashes.   3:30 | | | | | | |