| **Student Name:** Annabel Cheung |
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| **Motion:** This house would enforce filial responsibility laws |
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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: | 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:**  Note: Speeches are meant to be five minutes in length for today’s class.  We’re reading the opening. We need to speak more conversationally, rather than the almost essay-like sentence structure we have. Excellent opening however, on that this is the burden of the state, rather than the burden of children; link to the lack of consent point your first speaker made all up above.  Fair on how with larger families, and with the financial burden that exists; we do however, completely ignore the analysis Peyton gives on the gap in welfare services; engage with this problem - point out how existing checks and balances exist - how or why critical mass on nursing homes/quality of care can lead to better care.  On the relationship - fair on how this is a bit of silly argument; ask why this is in any way exclusive, or unique; point out existing incentives for parents to just be better at raising their children.  Extension arguments? What is the structure of this speech? You’re speaking third - give me two clashes, no extensions!  Interesting analysis on the social contract and the nature of the government - point back to the moral obligation argument made earlier; on time - does Prop require lots of time - is economic productivity down the gutter? You have to establish why this law would require lots of time; care would require this - this needs to be true for the burden on these children to exist. The impact is clear, you need to explain why it exists in the first place.  What does it mean to promote a moral duty? Why are we okay with this, but not a legal duty?  05:30 - structure!  We have to ask POIs consistently! One per speech minimum next time! | | | | | | |