| **Student Name:** Ivy Xu |
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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: | 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 five minutes in length for today’s class.  Make eye contact. Look into the camera - look at the audience! You’re also just rapping. SLOW DOWN.  On effectiveness - stop, slow down, and point out how from the get go, you pointed out that there is a welfare gap - and that children need to step in. this happens in the vast majority of asian countries, but not due to cultural differences in the west; it’s only at THIRD that they respond to this, and say the government just needs to do better; to which ask - how? How does the government do better? What is the model that they support that makes this happen?  On relationships - ask if the sanctity of this relationship supersedes the quality of care. Fair on how loving families fall out of this debate - but is this good for your side? Fair on what the worse case scenario on both sides is - and why your side is better on this basis.  What is the structure of this speech? Why are you rapping. Good analysis, getting lost in the rap and content dump.  04:06  We have to ask POIs consistently! One per speech minimum next time! | | | | | | |