| **Student Name:** Joanne Lau |
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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.  Do not start your speech with judge, or odd cheesecake analogies. Get to the point; is this about finances, or does Peyton resolve this through the POI Matias asks; instead, make it so that regardless of capacity, we cannot punish children for their lack of interest or desire or even ability to take care of their parents.  Set-up comes first? What do we support?  Rebuttal   * On time - does Prop require lots of time? 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. * On elderly homes - you have to explain why they aren’t actually bad; what checks and balances exist in the status quo to make them alright, contrary to what the other side said?   Argument 1   * Good on symmetry of power; but the logical steps of these children did not consent to be born, did not consent to the financial investment or emotional investment the parents made in this situation; link consent to obligation. We do this in a really roundabout way at the moment. * Point out where choice occurred, where children were so happy - the legal obligation is what is so uniquely harmful. * On abuse - ignore borderline abuse; fair - why is this so important? What is the implication of borderline abuse being included; the impacting comes after the double clap!   05:33  We have to ask POIs consistently! One per speech minimum next time! | | | | | | |