| **Student Name:** Stephanie Kwan |
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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: | 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:**  Note: Speeches are meant to be four minutes in length for today’s class.  Remember what the purpose of a reply is - everything you say is meant to convince me your side wins on the big issues in this debate; in order to do this, you need to first establish what these issues are in clear and straightforward signposting.  On what the elderly want - explain why they care more about this than the quality of care; good on how it is weird that when the state fails, for some reason children need to step in - you’re largely just summarising this, rather than doing the strategic commentary that there is a gap in analysis as to why this obligation exists. The state failed, the state needs to deal with this problem, not the children who never chose this. Rather than the practical push of children’s separate lives - say we’ll give them the benefit of the doubt and assume the full capacity of care - and explain why the consent/no consent point means no obligation exists. I will ask - do parents always consent to have children? Point out how you’re okay with children choose to help their parents - but it shouldn’t be a requirement.  What does it mean to promote a moral duty? Why are we okay with this, but not a legal duty?  04:03 - you are READING.  We have to ask POIs consistently! One per speech minimum next time! | | | | | | |