| **Student Name:** Alyssa Yung Tai Chan |
| --- |

| **Motion:** This house would require all adults to take care of their elderly parents |
| --- |

| 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 |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  Our opening should have a singular focus, which tries to identify what the strongest push from our side will be; if it is that we are neglecting the elderly - this should be the push.  Clear signposting.  Argument 1   * You do a fair job of explaining the ways in which an adult **can** do this, but you need to explain why they **should** - especially even where abuse may exist; or where parents haven’t been the nicest to do them. * Just because they are old and weak, does this mean that children are obligated to behave in this way?   We aren’t doing any analysis to prove why this obligation, outside of the ideas I gave you to be able to speak for longer; you need to explain why your argument is **likely**.  02:16 - good work pushing. We need to develop our analysis such that this happens naturally. Three minutes next time! | | | | | | |

| **Student Name:** Verena Wong |
| --- |

| **Motion:** This house would require all adults to take care of their elderly parents |
| --- |

| 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 |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  Clear loud opening. ‘Plentiful benefits’ - is this particularly persuasive, or specific? No vague ‘many benefits’ - identify and highlight the most important one up top. Illustrate this instead.  Argument   * Good work identifying how parents take care of their children; but is it the case that ALL parents take care of their kids, and do it well? What about instances of abuse, or even just bad parenting. Does an obligation still exist? * Good work identifying what the state of nursing homes is - explain why they are so bad. We assert this is true, you need to explain why it is true. * Why is this care from adults going to be better? Why is there a difference in the quality of care? * What if they didn’t sacrifice anything? You need to consider this simple response to the argument! * Why is this the best way to express gratitude?   We still need to speak faster. We’re still pausing lots and enunciating every single word!  03:09 | | | | | | |

| **Student Name:** Jay Lam |
| --- |

| **Motion:** This house would require all adults to take care of their elderly parents |
| --- |

| 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 |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  This is a solid observation! Great work identifying that not all adults are capable of this care; we should stay this with a much louder and clearer delivery; make eye contact whilst you speak + let go of the paper you’re gripping onto.  Argument 1   * Fair on how busy adult life can be - explain to me why taking care of the elderly is very time intensive such that they can never take care of them. * Are all adults firefighters or soldiers such that they will be so busy? * Why is it likely that they will be fired? * Good on having other responsibilities such as children. * Explain why it is the case that these homes are much better, and why we have the ability to hold them accountable if they mess up.   02:18 - we need to aim for three next time! Once again - we’re reading - our tone is singular, with no volume modulation or any hand gestures. Put the paper down, and let’s speak louder! | | | | | | |

| **Student Name:** Aiden Cheng |
| --- |

| **Motion:** This house would require all adults to take care of their elderly parents |
| --- |

| 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 |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  This opening is slightly odd - in the grand scheme of things, is this the strongest reason as to why this shouldn’t be allowed; you could talk about how these parents were abusive or neglectful and hence we cannot make these kids do this.  Signposting?  Argument   * Why can everyone afford a home? Why is this accessible? * Why should we respect the wishes of these children? Why is their work more important or valuable? Why is their work so time intensive; why is parental care so time intensive? * Our explanation is slightly vague - break this down instead! * Good on hurtful - unpack this in greater detail!   Hand gestures have gone away - good eye contact; our tone doesn’t sound very serious, nor do we sound convinced ourselves that we’re right.  03:04 - focus on expanding + your tone next time! | | | | | | |

| **Student Name:** Lucas Ma |
| --- |

| **Motion:** This house would require all adults to take care of their elderly parents |
| --- |

| 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 |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  **Don’t start with the motion**! Everyone already knows this - what is the point of this? We need to identify why there is a strong need for children to do this instead!  Argument   * Fair on the elderly being incapable; fair on them wanting their kids to interact with them. You need to explain to me why children need to respect these wishes. Why do children owe it to their parents? * What happens if these parents aren’t great to their kids - if they didn’t take care of you, if they were neglectful, or even abusive? What do we do in this instance? * Good work expanding how parents can sacrifice for their kids; you need to explain why this is **likely**.   **We need to stop reading and make eye contact consistently and clearly with the audience! Take your hands off the paper and deliver!**  02:27 | | | | | | |

| **Student Name:** Yu Bo Peng |
| --- |

| **Motion:** This house would require all adults to take care of their elderly parents |
| --- |

| 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 |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  Good hook. Morally wrong is well identified.  Clear signposting. Our argument needs to follow up on our hook; we need to make sure our argument explains why this is morally wrong!  Argument 1   * Explain why these homes are so bad, and why they lead to the mental health issues you describe; explain what the life of an elderly is like - and then explain why the kind of care they need only their children and families can do. * You need to explain why children or families must be obligated to behave in this way. * What happens if these parents aren’t great to their kids - if they didn’t take care of you, if they were neglectful, or even abusive? What do we do in this instance? * Why do we need to say ‘some may say’ - instead, say that we don’t think this is incredibly time intensive or exhaustive - and then explain what you do; good work including this within your argument.   Loud and clear voice - good use of hand gestures; we can speak faster!  03:01 - good! | | | | | | |

| **Student Name:** Chloe Lit |
| --- |

| **Motion:** This house would require all adults to take care of their elderly parents |
| --- |

| 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 |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Note: The speeches for today’s class are meant to be three minutes in length.  Good opening; this is a solid observation! Great work identifying that not all adults are capable of this care; we should stay this with a much louder and clearer delivery; make eye contact whilst you speak + let go of the paper you’re gripping onto.  Clear signposting.  Argument   * Good work establishing what an elderly parent’s age is likely to be, and what this means for their care. * Good work establishing how or why adults are busy - but explain why this will always be true. Are all adults firefighters such that they will be so busy? * Explain to me why taking care of the elderly is very time intensive such that they can never take care of them. * Why are their other responsibilities more important? Why do they matter more? * What’s the alternative method of care? Where should these parents go instead?   Lots of our analysis is pretty similar to what Jay had to say - if coincidental, very much fine, but otherwise - make sure there isn’t as much overlap!  02:35 - good first time! | | | | | | |