| **Student Name:** Chloe Lit |
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| **Motion**: This house would punish parents for the crimes committed by their children |
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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 |
| 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: For the purpose of this lesson, every speaker is required to give only ONE argument with greater analytical depth, in addition to rebuttals and/or set-up depending on the speaker role. Speeches are 4 to 5 minutes’ long.]  Clear hook about it having better lasting impact, but try to aim for more impact to the audience. Try to expand the worst case scenario and point out that only Proposition solves this.   * Don’t forget to signpost your speech.   Good reinforcement that we need greater deterrence to solve this problem. Here, we can reinforce the severity of many juvenile offenders breaking the law.   * But are we sure that your model is severe enough to deter parents?   + We mentioned fines and education, how impactful are these mechanisms?   I appreciate you pointing out that you are punishing BOTH parents and children.   * Don’t stop too early, explain why this takes out the ENTIRETY of the Opp’s case because they only argued that children are also responsible, so Prop concedes this. Opp didn’t argue anything contentious.   On the first clash:   * Remember that I asked for an argument today! * On children not being aware of the consequences, explain uniquely why only parents have the CAPABILITY to educate children of the consequences.   + Why can’t schools or teachers be doing this instead? * Isn’t this an argument towards increasing the punishment for children, instead of punishing parents? * We should expand the impact of this argument to explain HOW parents will actively change their ways as a result of the punishment in your model.   + Why were they negligent before, and why will they stop being negligent now?   On the second clash:   * We need to expand the reasoning and highlight multiple different roles that a parent can play in shaping a child’s decision to commit a crime, in order to argue that they deserve to be punished. * We should engage with the Opposition’s main claim that teens often make bad decisions even when their parents have taught them correctly.   Good job offering a POI today, you could offer even more across all speakers!  04:42 - So close to 5 minutes! | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion**: This house would punish parents for the crimes committed by their children |
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| 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 child of that level. | | | | | | |
| Teacher comments:  [NOTE: For the purpose of this lesson, every speaker is required to give only ONE argument with greater analytical depth, in addition to rebuttals and/or set-up depending on the speaker role. Speeches are 4 to 5 minutes’ long.]  Good starting point in the hook, take the extra step and prove to me why you believe that children have less rationality and agency!   * Well done on the signposting.   Good rebuttal that children are still young and in their formative years, elaborate exactly what role do parents play during this specific time period.   * We need to explain the psyche of children, why do they take actions that they don’t quite understand the consequences of?   + What role do parents play to prevent these bad actions?   We should engage with the Opposition’s main claim that teens often make bad decisions even when their parents have taught them correctly.  On your argument:   * Good first reasoning on children being almost experimental with the choices they make, but under this logic, you should not be punishing the children at all. Why are you then okay with also punishing children in your model? * On the parents having the ability to stop this, we need to expand the reasoning and highlight multiple different roles that a parent can play in shaping a child’s decision to commit a crime.   + Explain as well that uniquely only parents have the CAPABILITY to do so. Why is it that only parents can educate them, but not schools or teachers? * The third reason is quite repetitive of the reasons you’ve given prior to this. * We should expand the impact of this argument to explain HOW parents will actively change their ways as a result of the punishment in your model.   + Why were they negligent before, and why will they stop being negligent now?   Don’t take POI as soon as it is offered, finish your sentence first and take the POI between points.  I like your intonation and gestures, but try to pay attention to eye contact as well.  Good job offering POIs today.  05:01 - Well done! | | | | | | |

| **Student Name:** Aiden Cheng |
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| **Motion**: This house would replace standardised testing with holistic learning. |
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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 |
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| Teacher comments:  [NOTE: For the purpose of this lesson, every speaker is required to give only ONE argument with greater analytical depth, in addition to rebuttals and/or set-up depending on the speaker role. Speeches are 4 to 5 minutes’ long.]  Be certain about what your hook is! Wait to start until you’re absolutely certain, instead of asking to restart your time.   * I appreciate the reinforcement that children are the one who should be punished, but Proposition does not disagree that children should be sent to juvenile centers and be rehabilitated. So this is not contentious! They want to punish parents ON TOP of punishing children.   Try not to devolve into laughter, or be distracted by the audience of the debate, it takes away from our credibility as a speaker.  Don’t stop at just asserting that parents play no role, actively spend time BREAKING DOWN the connection between the child’s action and parent’s action.   * Explain that teenagers have independent agency and choose to not listen to parents who may have already given them adequate monitoring and instructions to not commit crimes. * We need to prove that these teenagers are rational enough to make their own decisions.   + Point out that they are old enough to know between right from wrong when it comes to crimes. They have at least been educated that much in schools   We are not giving any reasoning as to why you believe that children are rational and independent! Why do you think they CAN be responsible for their own decisions?  Don’t take POI as soon as it is offered, finish your sentence first and take the POI between points.   * Don’t give up if you don’t know how to answer a POI, just push through.   It isn’t clear which part is the rebuttal and which part is the argument, it sounds like a fully integrated speech.  On the children being old enough to manage themselves, try to prove why you believe teenagers are mature enough to make their own decisions.  Good job offering POIs in the debate today!  3.40 - We are short for time! Try to reach 4 minutes. | | | | | | |

| **Student Name:** Verena Wong |
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| **Motion**: This house would punish parents for the crimes committed by their children |
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| 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 |
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| Teacher comments:  [NOTE: For the purpose of this lesson, every speaker is required to give only ONE argument with greater analytical depth, in addition to rebuttals and/or set-up depending on the speaker role. Speeches are 4 to 5 minutes’ long.]  Clear hook today! We can make it even more impactful by showcasing parental negligence that directly contributed to their child’s actions.   * Well done on the signposting.   On the set-up:   * Good job defining the motion clearly on what the punishment for parents are. Well done making clear that both parent and child will be punished. * I appreciate that you are focusing on the education of parents as well.   + But are we sure that this is severe enough to deter parents?   + We finally mentioned fines, how high are these fines?   We entered the argument a little too late at 3:00. On the first argument:   * We need to expand the reasoning and highlight multiple different roles that a parent can play in shaping a child’s decision to commit a crime.   + Good reasoning that parents should protect children from negative influences via media and peers.     - Explain as well that uniquely only parents have the CAPABILITY to do so. * Good job utilising the context video as a form of evidence and grounding of parents enabling the crime of children. * We should expand the impact of this argument to explain HOW parents will actively change their ways as a result of the punishment in your model.   + Why were they negligent before, and why will they stop being negligent now?   Very good vocal projection, and I appreciate the degree of eye contact you’re attempting today. I see some effort in bodily gestures, don’t be afraid to make bigger, clearer movements.    Good job offering POIs in the debate today!  5.05 - Good job! | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion**: This house would punish parents for the crimes committed by their children |
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| 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 |
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| Teacher comments:  [NOTE: For the purpose of this lesson, every speaker is required to give only ONE argument with greater analytical depth, in addition to rebuttals and/or set-up depending on the speaker role. Speeches are 4 to 5 minutes’ long.]  In your hook, it sounds like you’re conceding that parents should be punished IF they played some active role in it. Make sure we clarify our position clearly, you are defending that parents should not be punished at all (unless they are the criminals themselves).  Remember that we need to signpost our speech before the rebuttals.  I understand that many parents are busy and stressed, but does this excuse their main job as a parent? They chose to have children, so they are still responsible for their upbringing regardless of what else they have on their plate.  On the children being old enough to manage themselves, try to prove why you believe teenagers are mature enough to make their own decisions.   * Don’t stop at just asserting that parents play no role, actively spend time BREAKING DOWN the connection between the child’s action and parent’s action.   + Explain that teenagers have independent agency and choose to not listen to parents who may have already given them adequate monitoring and instructions to not commit crimes.   We repeated our argument many times in our rebuttals, be careful to avoid repetition.  On the argument of children being responsible for themselves:   * Proposition does not disagree that children should be sent to juvenile centers and be rehabilitated, so this is not contentious! They want to punish parents ON TOP of punishing children. * We are not giving any reasoning as to why you believe that children are rational and independent! Why do you think they CAN be responsible for their own decisions?   Good job offering POIs in the debate today!   * Well done pointing out that 1st Prop’s example was an outlier, and not the common case. * Don’t engage in a back-and-forth with your opponent, you can shut them down.   4.01 | | | | | | |