| **Student Name:** Albert Gao |
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| **Motion**: This house would make it compulsory for adult children to care of their elderly parents. |
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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:  Our hook should highlight the problem with this right being taken away; we want to illustrate how this is the state enforcing its will on us in this oppressive fashion. Then, transition into signposting. Our hook at present is slightly too long + just going into the argument.  We’re missing set-up! Explain how exactly your side helps the elderly as well; will it be a choice, will it be the state that takes on this burden of care?  Argument 1   * Start with the thesis! Don’t just start explaining the argument without breaking it down into layers/steps; for instance, the first thing I’m going to establish is how this is an assault on the freedom of choice of adult children; we have to explain why this freedom matters so much! We just assert its value at present. * Good on the role of the state in helping out - and why it should exist instead. The point to make here is that states and society must find ways to carry out their duties within the boundary of existing rights, instead of finding immoral solutions. Highlight what else the state would force us to do; establish the metric/harm Prop wants to prevent by doing this and then point to other harms that would occur - so illustrating what the slippery slope looks like. * Where is step 3? How do we highlight harm to both the child and the parent in this situation?   We forgot to fulfil the other elements of this speech, outside of the argument!  03:40  We shouldn’t tie our hands behind our back! Use hand gestures! Try and speak with more confidence as well. We sound very uncertain at times. | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion**: This house would make it compulsory for adult children to care of their elderly parents. |
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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:  Start with a hook, rather than saying the motion is unfair. Why is it unfair? The specificity needs to be present right from the start! Our hook should highlight the problem with this right being taken away; we want to illustrate how this is the state enforcing its will on us in this oppressive fashion.  Set-up   * Explain what our side supports instead! How exactly will your side help them out? Nursing homes? Choosing to support? * Explain how exactly your side helps the elderly as well; will it be a choice, will it be the state that takes on this burden of care? * We have to build up to the analogy of enslavement, rather than just asserting it.   Argument 1   * Start with the thesis! * On the weekend - is this not technically enforcing a requirement on them as well? * We’re making a practical argument in relation to the harm of the time lost! We’re meant to make a principle argument in the way we’ve learned today! * Don’t just start explaining the argument without breaking it down into layers/steps; for instance, the first thing I’m going to establish is how this is an assault on the freedom of choice of adult children; we have to explain why this freedom matters so much! We just assert its value at present. * Point to the the role of the state in helping out - and why it should exist instead. The point to make here is that states and society must find ways to carry out their duties within the boundary of existing rights, instead of finding immoral solutions. Highlight what else the state would force us to do; establish the metric/harm Prop wants to prevent by doing this and then point to other harms that would occur - so illustrating what the slippery slope looks like. * Where is step 3? How do we highlight harm to both the child and the parent in this situation?   We didn’t make a principle argument…  02:24 | | | | | | |

| **Student Name:** Chloe Lit |
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| **Motion**: This house would make it compulsory for adult children to care of their elderly parents. |
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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:  Why shouldn’t it be compulsory! Give me a hook that goes beyond the motion. Our hook can highlight the problem with this right being taken away; we want to illustrate how this is the state enforcing its will on us in this oppressive fashion.  Set-up   * Good on choice. Good on explaining the ways in which this choice manifests. * Explain how exactly your side helps the elderly as well; will it be a choice, will it be the state that takes on this burden of care?   Argument 1   * Start with the thesis! * We have to assume full capacity to help and defend why even in those circumstances, this is legitimate; for the most affluent of kids, why is it is still important that it remains a choice? * Don’t just start explaining the argument without breaking it down into layers/steps; for instance, the first thing I’m going to establish is how this is an assault on the freedom of choice of adult children; we have to explain why this freedom matters so much! We just assert its value at present.   + The same applies re: a good relationship; fair on how the relationship gets worse, but assuming it’s still fine - why is it still bad? * Point to the role of the state in helping out - and why it should exist instead. The point to make here is that states and society must find ways to carry out their duties within the boundary of existing rights, instead of finding immoral solutions. Highlight what else the state would force us to do; establish the metric/harm Prop wants to prevent by doing this and then point to other harms that would occur - so illustrating what the slippery slope looks like. * Where is step 3? How do we highlight harm to both the child and the parent in this situation?   + We had bits of this peppered throughout the argument, but the grounds should be on the benefit Prop is trying to achieve but doesn’t, rather than a third positive benefit/harm that may occur - such as losing out on money, or hobbies etc.   02:50 | | | | | | |

| **Student Name:** Moses Cheuk |
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| **Motion**: This house would make it compulsory for adult children to care of their elderly parents. |
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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 |
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| 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:  Our opening is too strong on Prop’s terms; don’t build up their case and then go BUT or HOWEVER; start with the violation instead. Our hook can highlight the problem with this right being taken away; we want to illustrate how this is the state enforcing its will on us in this oppressive fashion.  Set-up   * Explain how it is the duty of the state to do this; kids can help where they are able to and more importantly WANT to - and we can make it easier; in the ways you explain at the moment.   Argument 1   * Don’t just start explaining the argument without breaking it down into layers/steps; for instance, the first thing I’m going to establish is how this is an assault on the freedom of choice of adult children; we have to explain why this freedom matters so much! We just assert its value at present. * We have to assume full capacity to help and defend why even in those circumstances, this is legitimate; for the most affluent + time-free of kids, why is it still important that it remains a choice?   + The same applies re: a good relationship; fair on how the relationship gets worse, but assuming it’s still fine - why is it still bad?   + The harm to career is a practical reason as to why this is bad, not a principle claim!   + The same applies re: a good relationship; fair on how the relationship gets worse, but assuming it’s still fine - why is it still bad? * Point to the role of the state in helping out - and why it should exist instead. The point to make here is that states and society must find ways to carry out their duties within the boundary of existing rights, instead of finding immoral solutions. Highlight what else the state would force us to do; establish the metric/harm Prop wants to prevent by doing this and then point to other harms that would occur - so illustrating what the slippery slope looks like. * Where is step 3? How do we highlight harm to both the child and the parent in this situation?   + We had bits of this peppered throughout the argument, but the grounds should be on the benefit Prop is trying to achieve but doesn’t, rather than a third positive benefit/harm that may occur - such as losing out on money, or hobbies etc.   03:04  Is it a principle argument we’re making…? | | | | | | |