| **Student Name:** Hanna Zhang |
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| **Motion**: This house supports the rise of tiger parenting |
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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: | 69 | | | | | |
| 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:  Solid tone upfront, but when we start by acknowledging the harm done, it doesn’t set up the strongest reason for why this is important or necessary.  Set-up   * Fair on the burden your side has. Ask where the rise comes from - is this about every single parent suddenly engaging in this method, or rather, specifically the rise amongst working class parents, or immigrant parents - who have to be harsh with their kids in order for them to keep up with those who are privileged. * The caveat with regards to not forcing people into this isn’t a strategic value add - if you support the rise you support it - no need to get into this. * What makes tiger parenting different from harsh or success oriented parenting? What is distinct here?   Argument 1   * What is current parenting doing that is insufficient? Set up the problem the rise of tiger parenting solves/or is in response to. * Why is a child’s future success more crucial than the potential harm that tiger parenting may cause to a child? This is a crucial part of the argument that makes it easier for a judge to weigh in your favour. * Why does the tiger parent succeed in their approach to make the kid an academic weapon?   Argument 2   * How is this argument distinct from the first claim?   Hanna, you need to take it easy. When we stop in the middle to expel a strong sigh in frustration, you’re being too hard on yourself, and you’re not aiding in convincing anyone. You’re doing fine, you’re doing good! You’re on the track to speed-run, so you just need to take it easy. You’re actively making the speech more painful for yourself to give. You must not be distracted by the conditions of the room. Try to avoid stopping for timing bells and the reactions of your partners and opponents.  You could benefit from a slower pace throughout your speech. It was slightly too fast and made it somewhat difficult to track.  05:12  We have to consistently ask POIs! | | | | | | |

| **Student Name:** Jasper She |
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| **Motion**: This house supports the rise of tiger parenting |
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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 |
| 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:  You should attempt to begin your speech with a bit more passion and or force. The content of your opening line was fine, but it felt slightly underwhelming due to the tone employed. If you’re pointing out that tiger parenting and harsh pressure on kids is leading to a mental health epidemic, this isn’t believable at the moment.  Where is the counter set-up? What does your side support?  Rebuttal   * We need to explain what the state of parenting is in the status quo. What is the comparative, why is it better? This is where the lack of counter set-up leads to messiness. When bringing up a different characterization of tiger parenting, it’s important that you immediately tell the judge why your version of tiger parenting is more correct and believable compared to your opponents. * Don’t bring up a point and then immediately say ah my second speaker will deal with this; takes away from the impact of the point. * We are JUMPING to claiming that this rise has led to suicide - you need to establish this in far greater detail - there is no analysis being made as to what tiger parenting is - what the environment children are being raised in is - how this leads to tharm you claim.   Argument 1   * We are JUMPING to claiming that this rise has led to suicide - you need to establish this in far greater detail - there is no analysis being made as to what tiger parenting is - what the environment children are being raised in is - how this leads to tharm you claim. * You must explain why the feelings and the want for fun of a child matters more than their potential to succeed in the future.   Argument 2   * Why do tiger parents emphasise success? How is this different from the first argument?   Where is the argument structure? What is the claim of your argument, where is the structure in the analysis, what is the impact of your argument, why does this impact matter.  05:03  We have to consistently ask POIs! | | | | | | |

| **Student Name:** Emma Kwok |
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| **Motion**: This house supports the rise of tiger parenting |
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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 |
| 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:  What is this hook doing? You’re repeating the stance of your side, without any strategic value add. Point out what the biggest mistake or issue in the other side was; that there’s no comparative, that there’s no explanation as to why or how suicide or the mental health epidemic is single handedly occuring because of tiger parenting.  Great work in terms of signposting!  You tend to look at your coaches when you’re uncertain of an aspect of your speech - don’t look for affirmation! Be confident in yourself and your ability to convey a great argument.  Rebuttal   * We’re shadow boxing. We need to make our speech explicitly responsive to the speech from 1O, and aim to make it as clear as possible to make sure the debate doesn’t become messy. So, for instance, there are three things I want to respond to before I move onto my argument etc. * Point out how they overclaim the length to which tiger parents go - point out why they won’t be as harsh as Opp claims. We aren’t rebuilding the characterisation our first speaker presented that the 1st Opp attacked.   Argument   * Helicopter and tiger parenting are the same thing. Explain what the gap in parenting is in the status quo. * What is current parenting doing that is insufficient? Set up the problem the rise of tiger parenting solves/or is in response to. * Why are tiger parents moderate? How does this occur? What checks and balances exist? For instance, government intervention in abuse, or school intervention etc. * How exactly will tiger parenting help a child have a better work ethic? This is plausible, but until you show the process and details of this occurring, it remains to be speculative, and therefore not as believable.   We need to work on fluency again! Try to get through your speech without repetition as much as possible; this definitely comes from a lack in confidence - we need to focus on this.  05:02  We need to consistently ask POIs! | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: This house supports the rise of tiger parenting |
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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:  Strong opening line in terms of the content. It could have been delivered with a lot of gravitas though. LOOK AT THE AUDIENCE.  Rebuttal   * We need to start by saying that we’re going to characterise or explain what exactly a tiger parent is, why they’re so harsh and so forth. * It is likely to be a lot faster and more efficient if you talk about the general premise and idea of your opponents arguments. A bit too much time was spent recapping what your opponent said. * I did not feel as though your rebuttals sufficiently dealt with your opponent’s arguments. You suggested that there is another consideration that we should take into account - but why is this other consideration much more important? Why is it true?   Argument   * Fair claim up top. * Why do tiger parents behave in this way? There is no analysis being made as to what tiger parenting is - what the environment children are being raised in is - how this leads to tharm you claim. * We jump to the impact of good social networks - we don’t explain why this is inaccessible in the comparative… or what type of parenting your side even supports! Why can’t kids with tiger parents have good communication skills…? What is the exclusivity of this argument? * The argument did not feel like a unique defence of tiger parenting as compared to some skills that children could find useful in the future.   04:04 - We need to explain what the state of parenting is in the status quo. What is the comparative, why is it better? This is where the lack of counter set-up leads to messiness.  We need to consistently ask POIs! | | | | | | |

| **Student Name:** Torres Li |
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| **Motion**: This house supports the rise of tiger parenting |
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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 |
| Competition Score: | 68.5 | | | | | |
| 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:  What is this hook doing? You’re repeating the stance of your side, without any strategic value add. Point out what the biggest mistake or issue in the other side was; that there’s no comparative, that there’s no explanation as to why or how suicide or the mental health epidemic is single handedly occuring because of tiger parenting.  We CANNOT spend so much time on extraneous rebuttals etc. - two observations max, and then straight into clashes. Observations are only useful where they are only one or two things to say, and when they’re strategic; we need to pick what to say here much clearer; the tone here isn’t particularly convincing when we say ‘this is why we win the debate’.  POI: make the trade off clear. Consider where happiness can be traded off, or cannot exist; think of the working class parents who have no choice but to tiger parent their kids because otherwise they cannot compete with the rich and privileged? Or the immigrant parents?  Clash 1   * What will you prove in this clash? What is the central claim here? * Why does the tiger parent succeed in their approach to make the kid an academic weapon? * The commentary as to why we win isn’t convincing - your analysis should do the work, rather than a two sentence statement. * Why is the long term more important or more valuable?   Clash 2   * What is the core claim you will prove here? * How is this different from the first clash?   What is current parenting doing that is insufficient? Set up the problem the rise of tiger parenting solves/or is in response to. Why are tiger parents moderate? How does this occur? What checks and balances exist? For instance, government intervention in abuse, or school intervention etc. How exactly will tiger parenting help a child have a better work ethic or success? This is plausible, but until you show the process and details of this occurring, it remains to be speculative, and therefore not as believable.  05:04  We need to ask POIs more consistently! | | | | | | |

| **Student Name:** Lorelyn Schroeder |
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| **Motion**: This house supports the rise of tiger parenting |
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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 |
| Competition Score: | 68.5 | | | | | |
| 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:  What is this persuasive essay style opening that you’re just reading out? Use one of your strategic observations to open instead. The gentle parenting claim can work here; point out how there is too much lenience or even that tiger parenting is not needed in the worst instance.  On whether or not it works - your side has not provided any analysis as to why this is true. Good point, you need to make sure you execute this down the line.  Clash 1 - what will you prove in this clash?   * NO BOBBY - get to the point without the random hypothetical please. Arguing through examples isn’t too convincing as it sounds like your argument only applies in this one specific example. * Fair on how success can have many meanings; explain why this is good or valuable - and why tiger parenting asserts a very specific lifestyle onto people and this is bad. * How will parents in your world be supportive and encouraging? The lack of tiger parenting doesn’t necessarily mean that parents are better - the proposition may argue that the lack of tiger parenting actually points towards a lack of care. * What is the value of multiple iterations and understandings of success? Why is this an impact that your side gets (no comparative analysis given to me so far about the kind of parenting your side supports or wants) - and why does it matter in the debate?   Clash 2   * Point out up top how this analysis undercuts everything they say - they just assume it works; point out how this does not work. Not because of authenticity, but just because you go to tutoring class for x many hours, it doesn’t mean you suddenly become good at maths.   05:10  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Bernard Chong |
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| **Motion**: This house supports the rise of tiger parenting |
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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 |
| Competition Score: | 67 | | | | | |
| 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:  When doing a reply speech, it’s important that you get straight into the issues and explain how you’ve won. The observations you made at the beginning of your speech felt more like an undirected overview of the debate versus one that was persuasive. What is the value of multiple iterations and understandings of success? Why is this an impact that your side gets (no comparative analysis given to me so far about the kind of parenting your side supports or wants) - and why does it matter in the debate?  What is the structure of this speech? What are the NAMES of these clashes? Our opening is too chunky at the moment.  You did well to adapt to the change in speaking time. Great work!  Clash 1   * Strategic commentary missing - did Prop prove or provide any analysis at all as to why tiger parenting worked?   Clash 2   * Why is this exclusive to your side? * We jump to the impact of good social networks - we don’t explain why this is inaccessible in the comparative… or what type of parenting your side even supports! Why can’t kids with tiger parents have good communication skills…? What is the exclusivity of this argument? * The argument did not feel like a unique defence of tiger parenting as compared to some skills that children could find useful in the future.   04:02  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Tiffany Chan |
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| **Motion**: This house supports the rise of tiger parenting |
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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 | w5 |
| 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 | | | | | |
| 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:  When doing a reply speech, it’s important that you get straight into the issues and explain how you’ve won. The observations you made at the beginning of your speech felt more like an undirected overview of the debate versus one that was persuasive. We need to straight away answer why tiger parenting works - the biggest challenge in the opp block!  Is their biggest argument on social skills? It wasn’t the most strategic idea to focus on recapping the debate.  To win a clash, you must explain why your claims are comparatively more true and persuasive compared to your opponents. It isn’t enough to merely point out problems in their argumentation. Problematic arguments can win. It is the argument that is better proven that wins.  What is current parenting doing that is insufficient? Set up the problem the rise of tiger parenting solves/or is in response to. Why are tiger parents moderate? How does this occur? What checks and balances exist? For instance, government intervention in abuse, or school intervention etc. How exactly will tiger parenting help a child have a better work ethic or success? This is plausible, but until you show the process and details of this occurring, it remains to be speculative, and therefore not as believable.  There is no eye contact in this speech, no hand gestures - with the exception of a good tone - no emphasis, nothing extra being done!  04:05  We need to ask POIs consistently! | | | | | | |