| **Student Name:** Hon Sum Yang |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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, but 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: | 70 | | | | | |
| 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:  Fair opening, well identified claim; consider - is this the most urgent entry into the round? Or can closing out-frame you?  Set-up   * We need to spell out how through different ages, parents act in specific ways; for instance, they'd praise children for solving problems alone, emphasize individual achievements, and avoid romanticizing fairy tales with marriage endings. At a later age, they could discourage "crushes" by redirecting that energy toward personal hobbies and skills. * Spell out the counterfactual more clearly - personal goals, career advancement, and self-discovery? * What happens post 18? Do kids get influenced towards romance in any other way - for instance through media, school, friends etc.? Construct the world of the motion!   Argument 1 - Education   * Spell out how demanding academics are; explain how the rat race, competitive admissions etc. mean that attention is really important; then explain how relationships are distracting + aren’t serious or committed. We’re asserting this all occurs in a particular way, without establishing why structurally all of this is true. Currently, all your harms are contingent on the relationship being unserious or distracting - explain why all or most will be this way.   + Emotional drama consumes mental energy needed for studying; time spent texting, calling, and hanging out directly competes with studying time; relationship conflicts create stress that impairs academic performance. * POI - fair distinction here. * How does this change on your side? What’s the comparative?   Argument 2 - Independence   * What kind of independence?   + For instance, your side aims for genuine independence and emotional maturity within children, for when they learn to derive happiness from their own achievements, interests, and personal growth, they develop a stronger sense of self that isn't dependent on external relationships.   We said uhh after nearly every word! We have to clean up our speech patterns, even though our delivery and analysis was a lot clearer; so we are improving - good work!  Let’s ask POIs consistently! | | | | | | |