| **Student Name:** Adrian Preston Wong |
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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:  Good problem characterisation - but is it true that all parents are like this in status quo  Set-up   * Is it a fair burden to say that this occurs in moderation? Instead, explain who exactly engages in tiger parenting, and why abuse falls out of this debate - give me existing checks and balances that prevent this from happening; the presence of peers, schools, parental incentives etc.   Argument 1   * What makes tiger parenting different from harsh or success oriented parenting? What is distinct here? * Does tiger parenting really manifest in the way you claim? You need to justify why your characterization of tiger parenting is true; this is pretty convenient at the moment. * What is the impact of this argument?   Argument 2   * Why is it true that this happens? Why are they unengaged with the status quo? 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. * Why are we unwilling to argue that we’re okay with some of the harms tiger parenting brings - trade off short term happiness for long term success and stability.   Why does the tiger parent succeed in their approach?  Good tone, very active - but nothing extra being done; no emphasis, no voice modulation, very little eye contact.  04:02 - good!  Excellent POI to Cyrus! | | | | | | |

| **Student Name:** Cyrus Kwing Ho Yuan |
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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: | 67.5 | | | | | |
| 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:  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.  Clear signposting.  Where is the counter set-up? What does your side support?  Rebuttal   * Is it true that tiger parents are needed for kids to be interested in anything? Do you think the burden Prop is taking is fair - tiger parenting in moderation? Why aren’t we calling them out for their very convenient team line? * 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. What is your team’s characterization of tiger parenting?   Argument 1   * You need to first establish why freedom of choice doesn’t exist in the status quo, and why it is so important; we force children to go to school, we don’t let them drive, drink or vote - why are these things distinct? POI - this attacks you here too! On forcing - you need to explain why tiger parents behave in this way, comparative to what 1P says.   Argument 2   * JUMP to depression and mental health - you need to walk me through what tiger parenting is like, how it impacts existing relationships, why relationships are safeguarded on your side, why relationships even matter in the round.   04:11  We have to consistently ask POIs! | | | | | | |

| **Student Name:** Josephine 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: | 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:  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 on the other side was; that there’s no comparative, that there’s no explanation as to why or how tiger parents behave in the vague but generally poor way Opp says.  Rebuttal   * Analyse what the likely behaviour of a tiger parent is, and why they will not go too far. What checks and balances exist? For instance, government intervention in abuse, or school intervention etc. What incentives do parents have to be good parents? * On freedom - don’t make an absolute rebuttal against freedom; respond to how this argument comes out in Cyrus’s speech; that there’s no explanation as to why they deserve this - link it to the POI Adrian asks him to blow holes open.   Argument   * On abuse - give me reasons as to WHY. * What is current parenting doing that is insufficient? Set up the problem the rise of tiger parenting solves/or is in response to. * Why will tiger parents be successful? Why do kids learn the lessons we claim? * Is the comparative uncaring parents vs tiger parents - is this charitable; you should call Opp out for a lack of a counterfactual, but then give them the benefit of the doubt instead. * How exactly will tiger parenting help a child have a better attitude/mindset etc.? 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 pausing as much as possible.  04:14  We need to consistently ask POIs! | | | | | | |

| **Student Name:** Tongtong Lai |
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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:  We need to rescue children’s freedom of choice from the POI Adrian asks - why is this so important, and distinct from the other choices we don’t give to children - voting, driving, drinking etc. till they grow older.  Rebuttal   * 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. We spent too long on rebuttals as a result. We are slightly repetitive with our speaker by speaker responses; respond to broader ideas instead. We can discuss this in our class on rebuttal. * What is the comparative on your side? What parenting do you support - what is normal parenting? Push Prop on their convenient characterisation of what a tiger parent is. 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. * On being pushed - explain why this is the correct characterisation. * On stress being everywhere - explain how pressure is already present at school, through teachers and peers etc, parents should be a safe space instead.   04:19 - Argument??? Time management!  We need to consistently ask POIs! | | | | | | |

| **Student Name:** Emilia Lau |
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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: | 66.5 | | | | | |
| 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:  Starting by presenting their version of tiger parenting isn’t doing you favours - start by very clearly saying: I want to establish what a tiger parent is - and then redefine. We’re reading out the rest of our hook, and this isn’t very persuasive - you have to perform alongside the content you present.  Is our definition of tiger parents as just reasonably strict parents legitimate? Or is this a very convenient way to shirk our burden in the debate? Analyse instead what the likely behaviour of a tiger parent is, and why they will not go too far. What checks and balances exist? For instance, government intervention in abuse, or school intervention etc. What incentives do parents have to be good parents?  Clash 1:   * Many of our rebuttals are lost in the recapping we’re doing of what everyone before us has said; make very clear what your approach in the round will be - we can discuss this later! * Why will tiger parenting be positive and beneficial? Why does it work? We assert this and then move on! Why does the tiger parent succeed in their approach to make the kid an academic weapon?   Clash 2:   * Why will they embrace this? * We need to call out the lack of engagement on a positive counterfactual from the Opp. * How exactly will tiger parenting help with a better relationship? This is plausible, but until you show the process and details of this occurring, it remains to be speculative, and therefore not as believable.   04:13 - excellent attempt at clashes! We just need to work on our presentation, and the responses within.  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Ethan Woo |
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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:  Excellent opening. We preamble far too much here - just go into it directly; what is a tiger parent and why is your characterisation correct. Good use of illustrations here, but you spent nearly a minute just on calling Prop out without the content to back you up here. We need to cut out the fluff!  Clash 1   * We don’t need the constant criticism of Prop - there’s a difference between rebuttal and critique; ‘rambling commentary’ is criticism. * Explain what counterfactual exists - there’s no positive option your side has presented so far? What do parents in your world look like? * POI - we need to be more efficient in our response; get to the point and move on! * Point out up top how this analysis undercuts everything they say - they just assume it works; point out how this does not work. Just because you go to tutoring class for x many hours, it doesn’t mean you suddenly become good at maths. Ask if this leads to the success they want; then go onto say that their secondary analysis on relationships also doesn’t occur. Excellent analysis here - but obscured because of bad time management earlier.   Second clash?  05:10  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Theo Kai Yui Lee |
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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: | 65 | | | | | |
| 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 are more just a speaker by speaker summary of what is happening. We should try to break this debate into two key issues, or three reasons why your side wins; in this debate, these are probably:   1. What is tiger parenting, and why our definition is correct. 2. Why children are happier and more successful on our side. 3. Why parent-child relationships are better on our side.   Then, you go through each question and explain the exchange which occurs, offer responses and strategic commentary - and explain why your side is correct.  Fair work going speaker by speaker this time, try to have reasons or clashes next time around.  We shouldn’t write out full sentences and read - push yourself to speak off of bullet points instead. Good tone.  02:17 - good first try! | | | | | | |

| **Student Name:** Ellie Chi Yan Fu |
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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. You’re shadow boxing with the comparison between tiger parenting and gentle parenting - did they actually say this?  The preamble on our side/their side is eating your time. Be more efficient with language and cut out the fluff.  We should try to break this debate into two key issues, or three reasons why your side wins; in this debate, these are probably:  1 - What is tiger parenting, and why our definition is correct; you talk about how your definition of moderation is correct - but there is no actual analysis as to why this is true?  2 - Why children are happier and more successful on our side. 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.  3 - Why parent-child relationships are better on our side. No analysis from you here.  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.  Fair on bringing back freedom of choice - don’t just point out the problem! Tell me why exactly freedom doesn’t matter; what is better for children - make the analysis as to why the value judgement you make is right. Why will kids be conceited? You have to go step by step.  04:02  We need to ask POIs consistently! | | | | | | |