| **Student Name:** Renee Yang |
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| **Motion**: This house would legally require children to take care of their parents once the parents reach old age. |
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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:  Your opening doesn’t tell me anything about what Proposition’s strategy in the debate is going to be. Repeating the motion also doesn’t do anything to this end!  Set-up is missing   * You need to define the key words or phrases in the motion. * You need to present a model which explains what this standard or requirement will be, and how it will work. * What is your burden of proof in the debate?   Argument 1   * Why do children owe anything to their parents? You need to explain to me why this reciprocal relationship exists; why does the care parents take care of children mean that children now owe it to parents? You are asserting this, not explaining it.   POI: this applies to the children who are legally required as well - where does love come from?  Argument 2   * Why will all these children love their parents? This is a legal requirement - why do children always love their parents? Presumably, if they don’t take care of their parents, they will be held responsible by the state. * My question is - why don’t the kids who presumably love and care for their loving and caring parents a part of this argument - don’t they take care of their parents anyways?   What does your side do about parents who abused their children, or children who are too poor to take care of their parents?   * The case seems to be rather convenient. It assumes that all parents are unconditional in loving their children.. You do not have to be an abusive parent to be a bad parent. What about those situations?   04:13 - you need to make EYE CONTACT with the audience.  We need to pay attention to argument structure. What is your claim? Is your reasoning structured or easy to understand? What is the impact of your argument?  Ask POIs consistently - and remember that it is a quick question after which you need to wait 15 seconds further to ask another one. | | | | | | |

| **Student Name:** Jenny Zong |
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| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | **2** | 3 | 4 | 5 |
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| Competition Score: | 66.5 | | | | | |
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| Teacher comments:  What is your opening doing in the debate in terms of forwarding your points? Is it spelling out the single biggest issue with the motion? We need to word our hook with more strategic awareness next time.  We have to present a counter set-up.   * Call out Prop on any lack of explanation of how this motion works. * Present a counter-model; how does your side want elderly parents to be taken care? * What is your burden in the debate?   Rebuttal   * On force - pinpoint how the Proposition case never explains why this is alright; why is it okay to punish children for not taking any care. * Why does the existence of elderly homes mean we MUST send parents here? There is no explanation here. * You have to respond to the claim that children owe their parents. Is this true? Is this ever explained?   Argument 1   * Why are elderly homes better? You need to establish what homes are like first - and why those who work within them are qualified. * Why won’t you know what parents want? The POI Christy asks is very simple, but comes because of a gap in analysis here. Why won’t they have time?   Argument 2   * Why are they busy? How much time does parental care require?   04:07 - you need to make eye contact.  We need to pay attention to argument structure. What is your claim? Is your reasoning structured or easy to understand? What is the impact of your argument?  We need to ask POIs consistently! | | | | | | |

| **Student Name:** James Gao |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
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| 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 | | | | | |
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| Teacher comments:  What is your opening doing in the debate in terms of forwarding your points? Is it spelling out the single biggest issue with the motion? We need to word our hook with more strategic awareness next time.  Rebuttal   * Good tone when asking why children are unaware of the situation or circumstance. * I think you can point to whether or not the elderly can advocate for themselves; can they point out their opinions to workers, or are they unable to do so? * POI - why can’t children just pay carers/nurses to take care of their parents but at home. Your side never explained what care looks like - and hence leads to this gap in analysis/messiness. * We should challenge whether it is so time consuming to take care of the elderly.   Argument   * Good analysis on the state of care homes. Explain the nature of children here. * Why is this an exclusive or unique benefit to this law? Presumably, the good or loving parents already get this - who doesn't get this in the status quo that now does by virtue of the motion? Remember - these children are legally obligated to do this; why does this mean they are suddenly willing or happy to do this?   We need to pay attention to argument structure. What is your claim? Is your reasoning structured or easy to understand? What is the impact of your argument?  05:02 - good! | | | | | | |

| **Student Name:** Jacky Xu |
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| 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:  There is a difference between criticism and rebuttal - I want you to engage in rebuttal from the get-go, as opposed to criticising Prop.  Rebuttal   * On capacity to care for their parents (use this language) - explain why it is so costly to take care of parents in the first place. * On state sponsoring - ask; why is the state outsourcing this responsibility to the children? Where is the counter-model or positive comparative? * I don’t want you to call anything illogical or irrelevant; show it to me and let me come to that conclusion myself. This doesn’t do anything in terms of making you more persuasive. * ‘They don’t understand the motion’ - demonstrate this instead. You have room to respond on the basis of: (a) who already takes care of their parents and hence falls out of this debate (b) why forcing children means the benefits on prop go away (c) why the elderly are the responsibility of the state instead.   Argument   * You need to first challenge the second speaker argument from James which challenges this directly; what checks or balances exist on the state institution? * Good on capacity - who is incapable of helping their parents out? Who does this motion punish unfairly? * Why should the burden of elderly care lie on their children, as opposed to the state. Give me actual POSITIVE reasons as to why it is the government’s responsibility instead.   05:20  Good work asking POIs! We need to work on phrasing to make these as clear and simple as possible. | | | | | | |

| **Student Name:** Christy Yuan |
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| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 67.5 | | | | | |
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| Teacher comments:  What is your opening doing in the debate in terms of forwarding your points? We need to word our hook with more strategic awareness next time. Point out the biggest issue you have with Opp’s case here.  Clash 1: who takes better care - good identification!   * Start by saying; we told you that children are better actors, have more information; here’s why this is true/provide analysis as to why they are better. Then - explain how the state is burdened, due to the pressure ageing populations have put on the state’s nursing homes - use this analysis to flip the POI Jacky asks you. Use the analysis James has in his second speaker argument (you’re ignoring this!) * Rather than - how do we know - explain why it is impossible for the elderly to speak up for themselves if they’re subject to abuse, why they’re overcrowded, or why elderly loneliness is super high and really bad for mental health.   Clash 2: neglect   * There is a gap in analysis given no model as to what care means right from the get go! We’ll talk about this next time!   04:52 - excellent work using clashes. We need to work on the rigour of our responses. | | | | | | |