| **Student Name:** Christy 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 |
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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 | | | | | |
| 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:  Note: Speeches are meant to be four minutes in length for today’s class.  Give me a hook! Give me the strongest reason as to why the rise of tiger parenting has been necessary, or is targeting a really crucial problem.  Clear signposting; but what will your second speaker’s argument be?    Fair definition. Are we explaining what the rise is? And why the rise has come about - maybe this is connected to the arguments/problem statement.  Argument 1   * Fair claim on how this can lead to better academic performance. We need to explain why this is the best or only way to do this - so compare it to other methods of encouraging children to do better at school. * We also don’t explain why and how tiger parenting always works in increasing performance or productivity; we have to mechanize our claim. * Fair on why good grades are important; explain why the stress or pressure from tiger parenting is worth it for the impact your side claims to achieve.   Clear loud tone, but lots of umms - no real variation in tone or emphasis. We don’t sound entirely convinced when we’re speaking!  03:13 - good first attempt, but we need to push to meet the required time next time. Don’t just wrap up when you run out of written material - keep pushing and going! | | | | | | |