| **Student Name:** Jacky Xu |
| --- |

| **Motion:** This house supports the rise of Tiger Parenting |
| --- |

| 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:  Note: Speeches are meant to be four minutes in length for today’s class.  Get to the point in the opening - what don’t they understand? What implication does this have? This is an inefficient opening at the moment.  Signposting?  Rebuttal - follow the rebuttal structure you’ve been taught!   * Good on the well-intentioned nature of parents - why does this deal with what 1O says? What exactly are we rebutting here? Don’t shadow-box! * Rather than saying this isn’t child abuse, explain how there are already checks and balances for the worst harms of this in status quo. * Failure and future coping - fair on how this doesn’t actually occur on your side! We spend too much time on this - point out how this is symmetric and then move on!   Where is our argument?  We need to speak with more fluency and fluidity - try and work on the ‘uhhs’ in the middle!  03:55 - good at meeting time!  Good work asking a POI - but phrase it more clearly; ‘this isn’t true, we just think parents have an incentive to do this with some compassion - engage with this!’ - it’s too long at the moment! | | | | | | |