| **Student Name:** Jenny Zong |
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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.  Start with a hook - what is the strongest concern your side has; if it is that tiger parenting goes too far, start with this! Point out how your side isn’t okay with the costs of tiger parenting.  Rebuttal   * Fair on how this is unlikely to work - but don’t jump to saying this leads to depression or hurts well-being ‘or things’ - explain why and how it is unlikely to work. * We also repeat the mental health response. First, explain why mental health is worse off on the other side - and then why this is so important to have. * Don’t say your side might be able to do better and have academic success anyways - explain how this occurs, why this is important, what implication this has on the debate.   Reasons or arguments? We need to make an argument with reasons inside it!  Why are they likely to learn on your side? Why is the kind of lifestyle your side says is okay is actually okay? W assert that liking celebrities is fine - but why is this true?  On passions - why are parents/tiger parents going to behave in this way? How will it impact the child? We shouldn't say ‘might’ - *maybe* isn’t very persuasive language!  On the workplace - interesting idea, explain why this freeze-up is likely, rather than just saying it exists. Explain what the implication or impact of this is!  No maybes and mights - focus on proving your claims and explaining why they occur, rather than asserting them and moving on. Good ideas - need to develop them!  03:29 - 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! | | | | | | |