| **Student Name:** Rex Law |
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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: | 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:  Note: Speeches are meant to be four minutes in length for today’s class.  No rhetorical questions! What exactly is this opening responding to? Remember not to shadow-box; openings need to be responsive to the debate, rather than just saying what we wrote down.  Rebuttal   * Rather than saying they confused the motion, point out how they aren’t fulfilling their burden; it is that they need to defend a harsh, cruel iteration of parenting; illustrate what this looks like. Then, point out how exactly this loses Proposition the debate. * Cut off the POI where it gets too long - and answer rather than waiting; fair response.   Argument   * Why does tiger parenting deprive students of this - why do they stop their kids from playing sports or doing arts? Your argument rests on this assumption, but isn’t explaining why it is true. * Fair explanation of harm - and what the impact of this is. Good analysis here! Good use of the examination machine to illustrate what this looks like.   04:55 - well done!  Ask a direct question - no need to phrase it with such formality! | | | | | | |