| **Student Name:** Hon Sum Yang |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  If your push is success, it can’t just be that this is good for success, but rather - why this is necessary for success, or the only pathway to success.  Model   * This is a THS debate, you don’t need to present a model, but rather an overview of how it is likely that tiger parenting occurs. * On abuse - explain WHY it doesn’t occur. What checks or balances exist in the status quo that prevent this? For instance, kids can go to their teachers and ask for help etc.   Argument 1   * This is about an existing rise, and whether we support it - not how we would implement tiger parenting. * Why is there a need for tiger parenting? What are parents or even children like right now? What makes tiger parenting different from harsh or success oriented parenting? What is distinct here? What is current parenting doing that is insufficient? Set up the problem the rise of tiger parenting solves/or is in response to. * Is tiger parenting always successful?   POI: the phrasing of your argument leads to this confusion - be careful!  Ask where the rise comes from - is this about every single parent suddenly engaging in this method, or rather, specifically the rise amongst working class parents, or immigrant parents - who have to be harsh with their kids in order for them to keep up with those who are privileged.  Why is a child’s future success more crucial than the potential harm that tiger parenting may cause to a child? This is a crucial part of the argument that makes it easier for a judge to weigh in your favour.  04:18  We have to consistently ask POIs! | | | | | | |

| **Student Name:** James Gao |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  You should attempt to begin your speech with a bit more passion and or force. Good caveat on what opposing tiger parenting means; use this in your hook - that tiger parenting is harsh, it is unforgiving - and actively bad for their mental health etc. Following from this, transition your speech into your signposting (what is the structure of my speech? - two things in this speech, first, some rebuttal, then my argument about xyz).  Where is the counter set-up? What does your side support? We need to explain what kind of parenting we support in our world!  Rebuttal   * Fair on pressure - explain what the implication of this is in Proposition's case; is the success they argue tiger parenting leads to worth it in the end? * Explain what the comparative is - how does your side achieve the benefits on Prop as well.   Argument   * Can we explain why having emotional support is good? Maybe it is that schools are super competitive and we need to make sure parents are a safe space or comfort for children instead. * POI: children to be motivated without tiger parenting - good! Explain how or why this is true; for instance, school being competitive, or parenting being supportive etc.   Let’s focus on structure and making eye contact when we speak next time!  04:01  We have to consistently ask POIs! | | | | | | |

| **Student Name:** Alissa Mak |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Don’t emphasise how tiger parenting \*could\* be bad! Explain from the get go why it is either the case that tiger parenting isn’t as bad as Opp makes it out to be, or that even if it is bad - the outcome only it can bring is so important we’re okay with having it.  Rebuttal   * Too much time spent recapping! Explain what it is - focus on this analysis instead. Is it true that it’s just encouragement? Is this the burden on your side? * Why do children slack off? What is current parenting doing that is insufficient? Set up the problem the rise of tiger parenting solves/or is in response to. * Why is tiger parenting successful? Why does it work? * Why is a child’s future success more crucial than the potential harm that tiger parenting may cause to a child? This is a crucial part of the argument that makes it easier for a judge to weigh in your favour.   Argument   * The same comments on analysis in rebuttal apply here! How exactly will tiger parenting help a child have a better work understanding of what they like or don’t? This is plausible, but until you show the process and details of this occurring, it remains to be speculative, and therefore not as believable. * Why is the long term more valuable?   Ask where the rise comes from - is this about every single parent suddenly engaging in this method, or rather, specifically the rise amongst working class parents, or immigrant parents - who have to be harsh with their kids in order for them to keep up with those who are privileged.  04:15 - Focus on analysis! Good work spending more time on rebuttal.  We need to consistently ask POIs! | | | | | | |

| **Student Name:** Sophia Tan |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  This is great content, on how tiger parenting takes away kids’ own lives from them. We need to look at the audience and make sure our tone corresponds to the message we want the judge to take away.  We’re missing clear signposting.  Rebuttal   * We need to respond with more directness and depth; first say - three things we need to respond to; first - a, second - b, third - c. Let’s deal with the first one etc. * Currently, we’re largely just reading from our paper! * Lots of responses we can blow up! Why is tiger parenting as gentle as Prop claims, do they ever prove tiger parenting works? Our speech isn’t building off of what our first speaker has already presented. * What is the comparative? What are parents like on our side - has anyone explained this to me so far?   Don’t take two POIs in a four minute speech! You don’t have the time to cover rebuttal and an argument AND two POIs! That said, the second POI is the first time I hear about what parents’ behaviour on your side is likely to be.  Argument   * Good work analysing what teens are like; explain why this impact is irreversible; how does it affect the parent-child relationship, how does it hurt the very outcomes Prop wants to achieve in the debate? Explain what the implication of this analysis is.   We need to speak louder. I can barely hear you from the back of the class!  04:17  We need to consistently ask POIs! | | | | | | |

| **Student Name:** Valerie Chiu |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 68.5 | | | | | |
| 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:  Explain why this is true - what is the status quo like that the rise of tiger parenting actively solves for xyz problem? What is the current state of parenting, how is it insufficient and so forth? Consider - why is there a need for tiger parenting? What are parents or even children like right now? What makes tiger parenting different from harsh or success oriented parenting? What is distinct here? What is current parenting doing that is insufficient? Set up the problem the rise of tiger parenting solves/or is in response to.  Signposting needs to include the names of clashes.  Clash 1: Success - add in more commentary about what you’re saying this in response to.   * Good work analysing what children are like - explain how their needs are not met by the kinds of gentle parenting that is popular in status quo, especially when we compare poorer kids to wealthier more resource rich ones. * Explain why tiger parenting works - why does the tiger parent succeed in their approach to make the kid an academic weapon?   Clash 2: Emotional Stress   * Good on where it is okay to be stressed, or where it is important to teach this. * Why is a child’s future success more crucial than the potential harm that tiger parenting may cause to a child? This is a crucial part of the argument that makes it easier for a judge to weigh in your favour. * Consider where happiness can be traded off, or cannot exist; think of the working class parents who have no choice but to tiger parent their kids because otherwise they cannot compete with the rich and privileged? Or the immigrant parents?   4:04  Good work asking POIs! | | | | | | |

| **Student Name:** Karin Yeung |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  What is this hook doing? If you want to point out that tiger parenting doesn’t always work - pick this and focus on this! Don’t summarise your disagreement, make your opening a direct challenge.  Clash 1   * Rather than providing criticism on their inconsistent definition, call them out - and say, all of their benefits depend on a tiger parenting just being a regular parent but slightly strict; and then explain how their definition is incorrect. Good observation, we need to adjust our language here. * What is the implication of this analysis? Explain how it impacts their arguments!   Clash 2   * Point out their benefits aren’t exclusive to tiger parenting in any way - good on how parents remain helpful or supportive on Opp; explain then why tiger parenting is excessive. * Fair on pressure - explain what the implication of this is in Proposition's case; is the success they argue tiger parenting leads to worth it in the end? Explain what the comparative is - how does your side achieve the benefits of Prop as well. Can we explain why having emotional support is good? Maybe it is that schools are super competitive and we need to make sure parents are a safe space or comfort for children instead.   Speak loudly and more clearly - watch out for phrasing!  04:16 | | | | | | |

| **Student Name:** Sarah Seryoung Choi |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 68.5 | | | | | |
| 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:  When doing a reply speech, it’s important that you get straight into the issues and explain how you’ve won. The observations you made at the beginning of your speech felt more like criticisms of the Prop case, rather than direct challenges.  What is the structure of this speech? Our opening is too clunky at the moment. Our clashes never get signposting fully clearly - and hence are difficult to track later on.  We list out what our side has presented, but without the direct comparison to the other side. Instead, try and integrate the comparisons on certain issues; use clashes! For instance, two clashes; one - is tiger parenting gentle and kind, or ‘tiger’ parenting? And two - does tiger parenting lead to long term success - and even if so, is this success worth it? Within these clashes, make the same analysis you do at the moment - and point out how and where tiger parenting fails, and that their characterisation is soft-line.  We have lots of great analysis, but need to put it front and centre, rather than having it all come out at 2:45!  Good on where children are happier - explain what the value of this is in the debate; good on where success is more likely i.e. where children care in the first place. Use this to target their claim on tiger parenting leading to success.  We make very little eye contact throughout this speech.  04:03  Good work asking POIs and constantly helping out teammates. We just need to clean up structure! | | | | | | |