| **Student Name:** Dominic Gao |
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| **Motion:** In ethnically heterogeneous areas, This house believes that governments should pursue policies to make all schools multiethnic |
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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: | 70 | | | | | |
| 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: Today’s speeches are 6 minutes’ long.]  Good use of rhetoric initially but it’s empty and under-executed! Answer your own question on how it would feel like to force children into these integrated schools.   * Give illustrations of what happened to the first generation of African-Americans attending these mixed schools, the Little Rock students were verbally harassed, abused and discriminated against.   Good rebuttal that students will still self-segregate even within the mixed schools and inherit the stereotypes of their parents.   * However, we still need to engage with Prop stating that students can see that many of the stereotypes are not true due to the mixed interactions. Otherwise, on scale, even if the change fails, Proposition is still closer to getting integration unless you actively prove there is more harm than good (not just that the policy won’t work).   + Explain that there is always a risk of affirming certain stereotypes, because underprivileged communities lack the kind of support to achieve higher educational goals, and we affirm that they have less merit when they academically underperform in the same schools.   Prop is suggesting that the state is actively funding these mixed schools, so it’s not clear why we’re forcing the underprivileged students to pay anything to be in the schools they were originally enrolled in.  On the parental choice to education, what is the importance of these communities holding on to their heterogeneous schools?   * Does it improve the quality of their learning and thus, their future? How so?   + E.g. The language used in the medium of instruction could make a big difference on how well the students learn the subjects. * Does it avoid possible discrimination? * Does it affect their sense of belonging?   + How does any of this relate to the role of schools?   + Explain why only parents know best on what their children need.   On forced assimilation, it’s not clear why they cannot have their cultures in their own communities and residential areas. We are only mixing students in schools.   * Why can’t parents and communities keep their cultures outside of schools?   Good job offering POIs today!  6.27 | | | | | | |