| **Student Name:** Emma Demopoulous |
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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: | 70.5 | | | | | |
| 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:**  [NOTE: Today’s speeches are 6 minutes’ long.]  Cute hook, but perhaps more severity is appropriate in this debate, rather than levity!  As 1st Opp, provide a counter set-up BEFORE the rebuttals.   * We needed to offer clear alternatives to organically encourage diverse interactions. What is your counterfactual?   + We finally mentioned it afterwards, but we’re not STILL not explaining what would be the incentives towards integration.     - What are the profit incentives that align with diversity? If you are a white-majority school, then there’s no added profit from attracting lower-income communities. * Go all out and characterise the trend of improvement in these diverse societies.   Good rebuttal that students will still self-segregate even within the mixed schools. Strong reasoning on students still living in heterogeneous communities and inheriting 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.   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 the quality of these schools, it isn’t clear why having diversity has to sacrifice the quality of these schools. Why can’t we work on these two goals in tandem with each other?   * What are even these resource-intensive opportunity costs? What do these schools do that take up so much money? Where are we taking the money away from and why are those things so important to education?   Good job offering POIs today!  6.14 - Good timing! | | | | | | |