| **Student Name:** Vania Wong |
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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: | 71 | | | | | |
| 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 focal point on breaking stereotypes, spend time explaining why uniquely schools are the best places to do this.  I appreciate the reinforcement of the problem in the status quo of segregation in a diverse society, give me some background context as to why they don’t organically integrate, e.g. victims of divide-and-conquer in the colonial era.   * However, Opp’s main rebuttal against this is this will also continue to manifest in school settings and they don’t hang out together. * So we have to explain how schools can force them to work together and collaborate, and why students are likely to make friends with people from distinct groups, thus they won’t self-segregate.   Good explanation on schools being the best place to have these diverse interactions.   * We have no caveats today! Introduce school policies to help assist with this forced interaction, such as zero-tolerance bullying policy or civics classes that will help with integration. * Spend more time explaining the role of teachers and schools in navigating the kind of differences students will face.   + Can they mediate the conflict?   + Can they handle instances of discrimination?   + We mentioned that they will be actively teaching them to do this, tell me what they are teaching and how they will force this positive interaction. Will it be a requirement to force different groups to work on the same projects?   At the conclusion of the above, focus on the macro-impacts on how this improves social cohesion overall, and how this relates to the role of schools.  On improving the quality of education for minority-dominated schools, while the problem statement is accurate, it isn’t clear why the solution is unique to Proposition?   * Why can't the Opposition just counter-propose more funding to these minority schools? * We have to explain that the underlying problem was the lack of political capital, which will no longer be an issue if every school is a mixed school. So the state has to actively care about every school, instead of sidelining those in specific communities.   On impacting the benefits of diverse interactions, what will actually be the things that they will learn from learning how to collaborate with people from diverse cultures?   * Will they become more empathetic? * Will they have a better ability to problem solve and collaborate? * Will they become more forward-thinking adults?   Good job offering POIs today!  6.02 - Good timing! | | | | | | |