| **Student Name:** Audrey Lai |
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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.]  Be very clear that what you’re describing are predominant stereotypes held against minorities, not your actual opinion of them.   * Be careful as well, if this was true, then how will forced integration work effectively?   Set-up:   * Good job setting up the policy. * 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. * What is the metric to win the debate?   On improving funding to minority-dominated schools, while the problem statement is accurate, it isn’t clear why this 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.   On accessing resources to improve education, we cannot just argue the benefits of good schools, we have to explain the benefits of diverse interactions.   * Good explanation on the harmful stereotypes passed down by parents and the media.   + Through socialisation, how can this lead to the breaking of stereotypes, instead of reaffirming them? What if the stratification of social classes also reflects itself in schools? * When we explained that children are a blank slate, we need to mechanise what are the things in schools that will allow them to have better interactions?   + We cannot just assert that all their interactions are positive!   + Focus on the common lived experiences and social bonding that occurs in a schooling environment.   We need to focus on the macro-impacts on how this improves social cohesion overall.  Don’t get distracted by interjections from your opponents! Carry through.  Good job offering POIs today!  6.30 - Watch for time! | | | | | | |