| **Student Name:** Charles Wang |
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| **Motion:** This house would establish vocational schools and aggressively stream underperforming students into them |
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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.]  Excellent job phrasing the hook, nice use of rhetoric in making a moral accusation against the Prop on robbing the dreams of the youth. We need to expand the emotionally evocative part by illustrating this denial of the right to education!  Can we signpost all of your clashes before going into the material?  This is brand new matter in the last speech on how the viability of these careers are actively in question because of automation!   * We are better off weighing the final conclusion that the happiness and autonomy of these students far outweigh a little bit of extra money on Prop.   + Explain that life is not about being wealthy, the pursuit of happiness will give them more meaning! * To mitigate, explain that students can also very easily opt into vocational schools with the right encouragement, and therefore, Opp can easily co-opt all of Prop’s benefits. * Especially if Prop explained that there are unique ways in which these students can thrive in the vocational schools, then they have a natural incentive to enrol without being forced. * However, using your logic that parents will be mad if they enrol in vocational schools, this will undercut our strategic ability to make this a viable option for underperforming students.   We should’ve also attacked many of the assertions made by Prop that teachers in vocational schools would have the ability to give them more attention, that the student communities there are more supportive; all of these attributes are not uniquely inherent to vocational schools, nor have they proven that this is a likely attribute to begin with.  On students killing their own dreams, could you explain why they would’ve been capable of succeeding in these traditional systems anyways? Otherwise, it’s all a pipe dream!   * Mechanise why with a little bit of ambition and hard work, they could find a viable occupation.   + We need to also attack Prop’s model and explain why not meeting performance standards in traditional systems could often be temporary, caused by transient life circumstances, e.g. what if the student was just dealing with grief at the moment?   Try to weaponise your counter-model and explain why you are able to spearhead reforms to improve all of the flaws of traditional schools as argued by Prop!   * How are you able to deal with all the types of students argued by Prop, such as those with learning disabilities and different aptitudes?   + Otherwise, on both sides, students could lose morale to learn. But Prop has structural reasons why certain types of students can never succeed in traditional schooling systems.   Please offer more POIs today!  6.08 | | | | | | |