| **Student Name:** Isabella Zhu |
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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: | 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 job phrasing the hook, we need to expand the emotionally evocative part by illustrating this denial of the right to education!   * Good job slowing down your pacing in the beginning, but we immediately sped up at the start of the set-up.   On the set-up:   * Clear explanation on what vocational schools are. * Good job highlighting that students have some autonomy on what kind of vocational schools they go to. * It’s quite damaging to allow an exception to this model when you’re aggressively streaming them, and then not explain what are the standards for having a good reason to not enrol in these schools! * What are these standards of “underperforming.” Is it just grades? Is the decision final?   Opp can just as easily encourage and incentivise students to voluntarily enrol into vocational schools, why was it necessary to rob them of their autonomy and entrap them into a vocation they would have never chosen for themselves.  On the failures of the traditional education system:   * Rather than just explaining why they underperform, we need to clearly link as to why those sets of problems are something that can only be solved by vocational schools. I am not hearing the mechanistic analysis as to why there are INHERENT attributes of the traditional system that can never be compatible with specific TYPES of students.   + E.g. Explain that children with learning disorders do not thrive in exam-oriented settings, and would typically thrive in skills-based hands-on learning.   + E.g. Students all naturally have different types of intelligences, but traditional systems only value the STEM, logic-side of intelligences! If some students have spatial intelligence, enrolling in arts/crafts-type of vocational skills will actually match your natural aptitudes. * Good analysis that schools often do not prioritise underperforming students and ignore the failing students, but is this necessarily any different in vocational schools?   Strong analysis as to why students often face strong harms when labelled a failure.   * We can expand the human costs analysis on why these environments would breed long-term impact on their personalities due to the formative years analysis.   We’re lacking comparative analysis as to why the new system of vocational schools is any better! We have to fully analyse what are the environments of these vocational schools before we can claim all of the better educational outcomes.  On guaranteeing their right to education, we cannot assert that these types of jobs are stable and ensure better livelihoods, spend time characterising these professions! I.e. expand being able to start working immediately post-trade school, rather than just say they cannot enrol into college.   * We finally analysed the availability of jobs and the jobs being in demand, well done!   On being successful in the future, can we tie everything back to the macro of the purpose of schools!   * Opp would be saying that vocational satisfaction is the preferable outcome, that they ought to be happy with the job they chose; why do you think this matters less than making money?   + After the 6th minute, we finally went into the analysis as to why financial stability plays a determinant role in future happiness, move this up earlier!   Please take a POI!   * Good job offering POIs today.   6.26 | | | | | | |