| **Student Name:** Stephanie Kwok |
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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: | 71.5 | | | | | |
| 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.]  Stephanie, the purpose of today’s module is to improve the packaging of your hook! You didn’t even attempt any today.  We cannot just assert that the problems of traditional schools are all fixable, what about the inherent failures of traditional schools in not allowing students with different types of aptitudes to thrive? Are these fixable issues?  Good pushback that there are alternative ways of streaming students based on performance and academic streams within traditional schools.   * But on not killing their 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? * Spend time as well proving that vocational schools do lock out alternative career paths!   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.  Try to spend time explaining 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.   Nice use of rhetoric in the middle of the speech, but the task is to incorporate this in your hook!  Could we weigh the long-term harms of a loss of autonomy against safeguarding their future?   * Prop is saying a stable job is preferable for their future, why do you think vocational satisfaction and happiness with choosing your own job is STILL the preferable outcome?   We need to work on our speech structure, we have no clear transitions.  Please offer more POIs today! You need to also take a POI, Steph!  6.00 - Good timing! | | | | | | |