| **Student Name:** Ivy Xu |
| --- |

| **Motion:** In ethnically heterogeneous areas, This house believes that governments should pursue policies to make all schools multiethnic |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 7 minutes’ long.]  Nice rhetoric in the hook about a facade of unity, and a good segue into the set-up.  On the counter set-up:   * While it’s clear what the status quo looks like, I’m not sure how the way you explained this is advantageous for Opp when it comes to encouraging more integration. * I appreciate that these community-based schools have vernacular type schools that focus on teaching their native languages and cultures. * We needed to offer even more alternatives to organically encourage diverse interactions.   + Nice proposal that these diverse schools could also teach about unity, etc; but what exactly are they teaching? What is the curriculum?     - Explain that you can co-opt this part of the Proposition model about teaching things that galvanise a national identity. * Go all out and characterise the trend of improvement in these diverse societies.   On creating even more tension in schools:   * Good rebuttal that they are still brought up in heterogeneous communities. Add more analysis here on what are the factors that will lead to them inheriting the stereotypes of their community, e.g. backlash from parents to warn them away from interacting with other ethnicities. * On reinforcing the stereotypes, good use of the example of African-Americans facing conflict in the initial phases of integration. We need to spend even more time on this, the Little Rock group faced violent resistance when attending white schools!   + Explain that even if there’s no conflict, these students will still self-segregate even within the mixed schools.     - However, we still need to engage with Prop stating that students can see that many of the stereotypes are not true due to the mixed interactions. Otherwise, on scale, even if the change fails, Proposition is still closer to getting integration unless you actively prove there is more harm than good (not just that the policy won’t work). * On the risk of affirming certain stereotypes, explain that underprivileged communities lack the kind of support to achieve higher educational goals, and we affirm that they have less merit when they academically underperform in the same schools.   Interesting argument on the importance of these communities holding on to their heterogeneous schools.   * Does it improve the quality of their learning and thus, their future? How so?   + E.g. The language used in the medium of instruction could make a big difference on how well the students learn the subjects. * Good initial assertion on the loss of their sense of belonging, but how does any of this relate to the role of schools?   + Explain why only parents know best on what their children need. * However, it’s not clear why they cannot have their cultures in their own communities and residential areas. We are only mixing students in schools. * Why can’t parents and communities keep their cultures outside of schools?   We can offer even more POIs today!  8.06 - Watch for time! | | | | | | |