| **Student Name:** Jodie Li |
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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.]  Excellent job phrasing the hook, we need to expand the emotionally evocative part by illustrating the human costs.  It isn’t clear why students are systematically ignored and disenfranchised until they are shipped off to vocational schools. What is even the culprit and why is it any different under your world?  On the counter set-up:   * We should explain that Opp can encourage and incentivise them to enrol willingly, as opposed to aggressively streaming them.   + This allows you to co-opt all the benefits without robbing their autonomy. * Good job using Opp fiat to improve traditional schools, but it isn’t clear how any of these measures will deal with the rigidity of traditional education systems and underperforming students being set up for failure in these systems?   Interesting pushback about making colleges more accessible, but this doesn’t deal with the students lacking merit when they are left in traditional schools.  Good rebuttals on addressing the failures of traditional schools.   * 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 being forced to kill 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? * Good job explaining why vocational schools do lock out alternative career paths! * Could we weigh the long-term harms?   + 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 can impact autonomy in a way that is independent to their future outcomes, explain them taking charge of their own learning process.   * We finally went to this right at the 6th minute!! Bring this up higher.   Good job offering POIs today!  6.17 | | | | | | |