| **Student Name:** Alexander Zhu |
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| **Motion:** TH prefers a world where technocrats ran the government, compared to elected representatives |
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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 7 minutes’ long.]  Good first line but answer your own question! I don’t know how a cold, calculated society is one that exclusively links with Proposition and not Opposition.   * Good signposting.   I appreciate the pushback that legitimacy lies in the hands of voters. Can we explain clearly why politicians will also lose legitimacy if they do not respect objective facts?   * When have voters retaliated to this show of lack of knowledge? Point out that voters elected Trump out of power based on how he has mishandled the covid-19 crisis and his firing of Anthony Fauci.   Good job pointing out that technocrats already play in the status quo to advise politicians, but Dana has argued that politicians actually don’t listen to technocrats. So give me counter-incentives as to why they will respect the view points of experts.  I need to hear the practical implications on the state not representing the values of the people.   * E.g. We can explain that there’s less public cooperation and buy-in to the laws if they do not believe in its merit due to poor engagement and participation.   Point out that technocrats can actively pass policies that hurt public interest for as long as they achieve their performance metric. What does the human cost look like?   * E.g. sacrificing civil liberties such as interrogating innocent civilians and using hard on crime policies in order to achieve the goal of lowering crimes.   The loss of creativity has a very low impact!   * The way that society is already structured is one where we value merit and competitiveness. * So it isn’t clear why a technocratic state is the tipping point whereby we start acting differently in terms of disenfranchising people who lack merit.   + If anything, there could be an industry based off of the arts, in which the experts of these industries will be appreciated on Prop’s side.   We need to frame accountability as a winning pathway by saying it is the only corrective mechanism available if the structure of government has the potential for abuse on either side of the house.  Please offer more POIs today!  8.10 - Please watch for time! | | | | | | |