| **Student Name:** Anson Ng |
| --- |

| **Motion:** This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children |
| --- |

| 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: | 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 6 minutes’ long.]  Nice hook immediately highlighting the potential problem in this motion, go even deeper on precisely why it’s so problematic to lend so much power to parents.   * In a 6-minute speech, we may want to head into our rebuttals by 0:45 instead of 1:30. * Good signposting.   As the 1st Opposition speaker, we should clarify what is the status quo that you support, rather than what the policy of the motion is about! 1st Prop already clarified their model.   * So you should highlight your comparative instead. How does the school currently formulate their curriculum?   Good job spotting that Prop did not actually defend if parents had the capacity to contribute in a meaningful way, re: their educational background.   * Go even further and highlight all the ways in which parents lack merit in this process. * We started off well explaining that schools have a better system, try to structure your analysis and explain all the ways in which schools have better capacity.   We can also engage with Prop’s analysis on parents having better incentives than schools in terms of supporting their child’s learning.   * We can explain that schools also have the same incentives to improve learning outcomes.   On the merit of school curriculum:   * We can illustrate even further to explain why you believe parents won’t be meritorious.   + Rather than giving random examples like parents may be old and outdated, we just have to explain why teachers are comparatively better trained in the realm of formulating curriculum. * Try to explain what are things about school curriculum in which experts have to be trained for, and parents will never understand, so they won’t be able to complete this task properly. * On parents being biased, we should illustrate precisely what these errors are.   + We can also point out that the more powerful and wealthy parents will dominate this entire process to the exclusion of other teachers and parents.   We’re lacking on impacting today, try to maximise the long-term impact to students on the quality of education.  Good job offering POIs today! Keep it up!  6.06 - Nice job! | | | | | | |