| **Student Name:** Bernard Chong |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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| 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: | 67.5 | | | | | |
| 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:  Fair identifying parents have a right when it comes to controversy - but we need to word this out clearer, with an indication of what types of topics you’re talking about.  Clear argument titles.  Where is the set-up? No explanation of how exactly this will work, what this involvement looks like and so forth.  Argument 1 - clear thesis.   * Lack of information; why is the right option to let parents change the curriculum, rather than changing the school their child is going to? * Why is it the case that the parent is correct, rather than the school? Saying no belief is fully true is a very convenient out - you have to actually explain this to be true. * On understanding more - why do parents allow for controversy, or respect the different opinions? Why don’t they erase the school’s opinions. * You need to analyse why parents behave in the way they do, and what things they prioritise versus teachers. This is a very vague argument.   Argument 2 - thesis missing.   * Why should parents have some control in this manner specifically; your claim isn’t motion specific. Is this the only mechanism or way in which this change can be impacted or implemented? * Why would the school miss out? Why is this true?   We need to ask ourselves whether the problem we’ve identified is only solvable by the motion, or best solved by the motion. If the answer is that there are other easier ways - then we’ve mischaracterized the problem.  04:50 - you have to make eye contact and speak louder; you’re not varying your tone or using emphasis to indicate what is important or not in your speech. You’re fully capable of this.  POI needs to be more clearly worded; why is this even being taught at school in the first place; you need to establish this in your speech first to be able to ask this POI. | | | | | | |

| **Student Name:** Andrew Man |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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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: | 68 | | | | | |
| 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:  We speak in a very clear way; but our opening right now is trying to do too much; you summarise what they say - then recharacterise - but then decide to rebut it there and then anyways. Opening needs to be super clear cut in terms of your push in the debate - which in this case is why are parents correct? Why are they the best suited actors to think in this way?  Set-up before rebuttal.  Rebuttal + Set-up?   * How likely and real are the problems Proposition identifies? Will the school just miss out on important topics in mathematics like Prop claims? * Fair on other children/other ways to pursue this. * On parents and taking care of their kids - you should say the model is status quo. Parents and teachers communicate + discuss.   POI: Is it true? Are they able to do so?  Argument   * Started it too late. * We need to establish how parents are not good actors, compared to teachers who are - explain how they are objective, how they know what is needed for kids, why they are more empathetic/likely to privilege the child. * Talk about how if parents are reasonable, they’ll recognise teachers know what they’re doing and reduce involvement, even where given the choice. This is not a debate about them - they don’t use the motion. Who this debate is about, is those who do take interest and intervene - and are unlikely to be reasonable; what books will they want to ban? What kinds of policies will they try to implement?   05:13  We need to consistently ask POIs! Excellent POI to Daryl, I wish this was more expanded upon in your speech! | | | | | | |

| **Student Name:** Lilianna Poon |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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| 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: | 67 | | | | | |
| 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:  You need to establish to me from the get go why parents are good actors who make good decisions; why are schools or teachers incorrect? There is no justification for this.  Why aren’t any of the numerous ways in which 1O explains sufficient to solve the communication gap your first speaker highlighted?  Rebuttal   * Is this a debate about personalisation? * In what way will parents change the curriculum? What choices will they make? * What is the structure of these responses? We have to start by identifying what the key contributions from 1O are, and then move into explaining why what they have said is not true, and not important.   Argument   * How is this different from your first speaker’s argument? * Why does the burden fall on the school to change curriculum? Why shouldn’t the parent change schools instead? * Why do parents know best? We aren’t explaining this at all! This is also not comparative - this isn’t just about parents being good - it is about parents being **better** than teachers. You need to explain this to me.   We need to ask ourselves whether the problem we’ve identified is only solvable by the motion, or best solved by the motion. If the answer is that there are other easier ways - then we’ve mischaracterized the problem.  05:03  We need to ask POIs! | | | | | | |

| **Student Name:** Boris Cheung |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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| 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 |
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| 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: | 67.5 | | | | | |
| 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:  Our opening needs to be more pointed; if you think minimal oversight is sufficient you have to pinpoint why this is true.  Rebuttal   * What are you rebutting? You have to make responses to the contributions coming out of Prop, rather than just providing analysis. * Fair analysis on how teachers are better positioned; we need to develop this in far greater detail; explain how they are objective, how they know what is needed for kids, why they are more empathetic/likely to privilege the child. * POI - be more aggressive when responding to this kind of question; does this happen? Is it realistic? Prop never explained this. * Talk about how if parents are reasonable, they’ll recognise teachers know what they’re doing and reduce involvement, even where given the choice. This is not a debate about them - they don’t use the motion. Who this debate is about, is those who do take interest and intervene - and are unlikely to be reasonable; what books will they want to ban? What kinds of policies will they try to implement? * Re transparent communication - point out what the implication of this response is; what does this mean for their case.   We have to speak louder, and with more confidence; you don’t sound persuasive when you speak so softly, and constantly hold your head in your hand!  Where is our positive argument?  04:21  We have to consistently ask POIs! | | | | | | |

| **Student Name:** Daryl Ng Ka Yui |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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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 |
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| 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: | 68 | | | | | |
| 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:  Start your speech with a rebuttal, or direct challenge, rather than a criticism. At schools level debating, no side is qualified to lob a criticism! You’re losing good will with the judge when you do this.  In signposting, you need to give me the NAMES of the clashes.  Rebuttal   * Why are parents correct? Why are they the one that is correct, rather than whatever the teacher is teaching at school? There is no justification for this. * Good analysis on the nature of children. * On parent-teacher discussions; is it under your case? What is the purpose of this response?   POI: this is what happens when your team doesn’t put out a model! There is no explanation as to how this will work or be weighted.  Clash 1 comes at 03:40, which is too late.   * What is the thesis? What will you do in this clash? What are you setting about to prove? * Why is parental education sufficient? What kinds of actors are they? What kinds of decisions will they make? * Why do parents know more about their kids? You need to Explain this in far greater detail to me! * How does personalisation work? In which way is it implemented? Why does this one child matter more than others?   We need to ask ourselves whether the problem we’ve identified is only solvable by the motion, or best solved by the motion. If the answer is that there are other easier ways - then we’ve mischaracterized the problem.  We have to ask POIs!  05:17 | | | | | | |