| **Student Name:** Shawn Nip |
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| **Motion**: This house would introduce a minimum racial quota in the police force |
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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:  We need a stronger opening than this; if we’re arguing that the police is racist, or that policing is broken - is this the strongest illustration of this? We can point to the range of examples we have talked about, highlighting that it is the individual police officer that is the issue, and that we need to amend this element.  Set-up   * Go beyond saying there is systemic bias and racism; are we solving qualified immunity? Is that an outcome we plan on claiming through our argument? Don’t set-up the problem including everything - because you will not solve everything. Curate the problem - link it to the lack of diversity in the police force; focus on the utility of the specific solution the motion gives you. * Slow down - we’re muddling together sentences and words. Focus on the clarity of your delivery. * We need to explain if we’ll do anything else - will we change training, will we change the equipment carried or tactics used?   Argument 1   * Thesis? * Good work breaking down how racism exists, and motivates the behaviour of individual police officers. You should link this to the overall problem of police brutality; either this is the root cause, or this is all we have the political capital for in terms of change that are possible. * Where we claim racial bias is the problem, we need to explain how it is the problem. What does the individual racial bias of a singular police officer lead to? How does it lead to racialised policing? * Why does this change when we hire diverse co-workers for these people? Is it the case that they are kept isolated and hence are racist? How do we change racist mindsets? We have to explain HOW this change occurs. * Use proper examples, rather than reading out that on the board! * Why do the opinions of these new officers get respected? Won’t it be a racist, hostile workplace? Why and how do these opinions get reflected in policies or operating protocols?   + We need to explain how we’ll pair this policy with changes in training, communication, de-escalation techniques etc.   + Explain how it may help break down stereotypes and foster empathy and respect.   + Explain how these minority officers may serve as advocates for their communities, and hence can bring attention to problems that may be otherwise overlooked. * Why is this an exclusive solution? Why is the quota the only way to achieve any of the impacts you talk about? Why are organic hiring efforts insufficient?   05:00 - good work!  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Boris Cheung |
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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: | 69.5 | | | | | |
| 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:  We need to challenge their problem statement; is the reason for police brutality because there isn’t enough racial diversity in the police force, or is it because of training, lack of resources, etc.? Good link to community trust, but this comes out slightly disconnected. We also repeated it twice.  We need  Set-up   * Focus on exclusivity - why is Prop’s solution exclusive? Both sides want the same thing; theirs is superficial at best.   + We’re not forcing them? Prop is just saying that of the people that are applying, we will make sure x amount of racial diversity is achieved. * CF - we need to create a more holistic, systemic change - talk about how you’ll focus on improving recruitment and hiring practices, we will promote changes in training and development, promote accountability and transparency. Changing the composition of the police force alone will not stop the police from being militarised. The model is under-developed, too shallow at present!   Rebuttal   * Ask why organic hiring isn’t happening, or can’t happen. Shawn’s POI is that they get rejected at present. You need to ask where even if they get hired, does the behaviour of the police force fundamentally change. We reference this eventually - be more direct here and ask if police officers just become less racist because they mix with people of colour. Presumably they already do? Even if they don’t, why do these people of colour mix well with the existing force? Why do their opinions change/why do the suggestions of these new officers going to be integrated into the policies?   + Pinpoint that this tokenistic - where minority officers are hired simply to fulfill the quota, rather than being genuinely valued and integrated into the force. * You have to explain why mixing doesn’t change racism that’s been cooked into people’s brains since before they were even born.   + Good reference to generational bias. Talk about this in greater detail; which kind of neighbourhoods or communities is this problem most astute in?   Argument 1   * This argument is contingent on people being forced into the police force - but that isn’t how the motion ends up getting implemented. The principle push is not that we’re forcing people into work they don’t want to be, but that either this isn’t meritocratic, or more importantly - that this doesn’t work.   Argument 2   * We spent 20 seconds on this argument. Is this sufficient analysis? What did you prove by the end?   05:09 | | | | | | |

| **Student Name:** Giselle Yap |
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| **Motion**: This house would introduce a minimum racial quota in the police force |
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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: | 69.5 | | | | | |
| 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:  Don’t start your speech with imagine! Our opening isn’t contentious either - Opp will agree that this isn’t fair. They just think you don’t actually solve the problem here.  Rebuttal - structure your rebuttal! What exactly are you rebutting? Connect to a point you are disproving, rather than just general points to make!  On bonding - you have to explain to me how time and proximity do away with ingrained biases. Either they are super racist, or they aren’t - if they are a medium racist, as you claim - can you claim the benefits you do?   * Why do the opinions of these new officers get respected? Won’t it be a racist, hostile workplace? Why and how do these opinions get reflected in policies or operating protocols? * Why do the opinions of these new officers get respected? Won’t it be a racist, hostile workplace? Why and how do these opinions get reflected in policies or operating protocols?   + We need to explain how we’ll pair this policy with changes in training, communication, de-escalation techniques etc.   + Explain how it may help break down stereotypes and foster empathy and respect.   + Explain how these minority officers may serve as advocates for their communities, and hence can bring attention to problems that may be otherwise overlooked. * Why is representation not possible at the moment? Is organic hiring of diverse officers possible? Is it that the police self-select/is discriminatory in hiring.   Is it true that BLM is widely bought into? Why is people being betrayed even a huge harm? The point to make is that we have a progressive trajectory, and the next step to take is to diversify the police force.  Argument 1   * Do we solve qualified immunity? You should push Opp on the significant buy-in and awareness required to pull off their model. Don’t set-up the problem including everything - because you will not solve everything. Curate the problem - link it to the lack of diversity in the police force; focus on the utility of the specific solution the motion gives you. * Why does this change when we hire diverse co-workers for these people? Is it the case that they are kept isolated and hence are racist? How do we change racist mindsets? We have to explain HOW this change occurs. * Why do these opinions flow to the top brass, and get implemented? This needs to be broken down step by step! * Is this a new argument?   05:13  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Lilianna Poon |
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| **Motion**: This house would introduce a minimum racial quota in the police force |
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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: | 69.5 | | | | | |
| 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:  We need to challenge their problem statement; is the reason for police brutality because there isn’t enough racial diversity in the police force, or is it because of training, lack of resources, etc.?   * Don’t say ‘can this actually work’ - explain to me instead why it can’t! * On alternatives - spell this out immediately, because the explanation of what this is, is missing from your first speaker’s speech!   We need to create a more holistic, systemic change - talk about how you’ll focus on improving recruitment and hiring practices, we will promote changes in training and development, promote accountability and transparency. Changing the composition of the police force alone will not stop the police from being militarised. This needed to be spelled out up top super clearly.  Rebuttal   * Excellent analysis on how this is likely going to be implemented in terms of this occurring in a tokenistic fashion.   + Ask why organic hiring isn’t happening, or can’t happen.   + Ask if police officers just become less racist because they mix with people of colour. Presumably they already do? Even if they don’t, why do these people of colour mix well with the existing force? Why do their opinions change/why do the suggestions of these new officers going to be integrated into the policies?   + Ask if this can do away with qualified immunity, as both Shawn and Giselle claim. * You have to explain why mixing doesn’t change racism that’s been cooked into people’s brains since before they were even born. * Call out the speech before you for saying that BLM is widely bought into? If this was true, would we be having this debate?   We need to mark the transition from our rebuttal into an argument! Is this a positive argument, or is it a rebuttal?   * Good on how people of colour can also be negligible - rephrase the first layer of this argument into talking about how systemic racism works - and how training and tactics are the issue - highlight the harm done, and then point to your counterfactual.   We need to be clearer in prep on what is rebuttal, and what is a positive argument - and how to separate the two.  05:01  We need to ask POIs! | | | | | | |

| **Student Name:** Ishan Harishankar |
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| **Motion**: This house would introduce a minimum racial quota in the police force |
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| Student offered and/or accepted a point of information relevant to the topic. | 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 |
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| Competition Score: | 69.5 | | | | | |
| 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:  Make it clear in your opening that the lack of diversity is the central problem - either that, or that this is the most efficient solution possible with the amount of political capital we have.  One clash? There should be two! One on what the cause of brutality is, and then on who solves this.  Rebuttal   * Moral agency; explain why this isn’t an imposition - we aren’t forcing people to work here, it is that organic hiring efforts aren’t working. Explain that the police self-select/are discriminatory in hiring. * You have to explain to me how time and proximity do away with ingrained biases. The POI Boris asks very much does apply to the motion.   + Why do the opinions of these new officers get respected? Won’t it be a racist, hostile workplace? Why and how do these opinions get reflected in policies or operating protocols?   + Why do the opinions of these new officers get respected? Won’t it be a racist, hostile workplace? Why and how do these opinions get reflected in policies or operating protocols? * We need to explain how we’ll pair this policy with changes in training, communication, de-escalation techniques etc. Explain how it may help break down stereotypes and foster empathy and respect. Explain how these minority officers may serve as advocates for their communities, and hence can bring attention to problems that may be otherwise overlooked.   Clash 1   * Do we solve qualified immunity? You should push Opp on the significant buy-in and awareness required to pull off their model. Don’t set-up the problem including everything - because you will not solve everything. Curate the problem - link it to the lack of diversity in the police force; focus on the utility of the specific solution the motion gives you. * Why does this change when we hire diverse co-workers for these people? Is it the case that they are kept isolated and hence are racist? How do we change racist mindsets? We have to explain HOW this change occurs. * Why do these opinions flow to the top brass, and get implemented? This needs to be broken down step by step!   05:13  We need to ask POIs consistently!  05:24 | | | | | | |