| **Student Name:** Verena Wong |
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| **Motion**: This house supports academic tracking and streaming in schools |
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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 |
| 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 start by establishing the problem; what is wrong with mixed ability teaching? Is it that it doesn’t work? Clear explanation as to why you want to do this - good stance! Clear pointing to moderate stress as the central mechanism on your side.  Signposting? Don’t say definitions - it’s set-up!  Set-up   * Clear on what tracking and streaming is, and how you would sort these students. * Can we explain why this will be done humanely, and in a sensitive way such that it does not hurt the feelings of students? Or what incentives schools and teachers have to do this well?   Argument 1 - title?   * What is the thesis or claim here? If we don’t specify, the first layer of our analysis comes across as slightly directionless and confusing. * I think we want to establish why there is a lack of motivation at the moment! What is wrong with the status quo? * Good use of examples to highlight how stress is created, and how students can behave. We need to explain why this is the likely reaction, as opposed to giving up and thinking you’re not good enough. * Have a clear - the impact of this argument is… at the end!   Argument 2 - title?   * Same applies to the thesis/claim here! * On differential ability, maybe we can talk about how some students just need extra help? Tracking allows teachers to tailor their instruction to the specific needs and abilities of students within a group. This can lead to more effective teaching and learning as the pace and complexity of the material can be adjusted appropriately. * Advanced students are not held back by slower learners, and struggling students receive more focused attention and support without feeling overwhelmed by the pace of an advanced class. * Have a clear - the impact of this argument is… at the end!   05:30 - good work!  We need to ask POIs - consistently! Did we ask any POIs today? | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion**: This house supports academic tracking and streaming in schools |
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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 |
| 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:  Why does it motivate them? We claim it does, but aren’t explaining WHY this is true. Our opening must have justification, rather than being assertive.  Set-up   * Explain how you would pursue mixed ability classes, and how you would offer remedial help etc. You should explain that teachers have incentives to make sure no one is being left behind, and that parents are also engaged.   Rebuttal   * Motivation - rather than explaining why this is unlikely to exist on their side, you explain why your side has motivation instead. Now, the judge has two claims about motivation, but no explanation as to which side is right. Are we actually rebutting the other side? The response is that students in lower tracks can experience stigmatization and lowered self-esteem, leading to a self-fulfilling prophecy where they believe they are less capable and thus perform accordingly. The labeling associated with tracking can have long-term negative psychological effects. This means there is no motivation on their side.   Argument 1   * In order to prove there is more motivation on your side, you have to first establish why it doesn’t exist in a streaming and setting system. * Good on how student perception shapes their behaviour! * POI - on doing well, don’t just say that they’ll figure it out, establish the kind of help and support you provide students. Step by step, explain how this will work. Good use of example! Don’t just assert this happens at local schools, explain what specifically they do here that stresses students out.   Argument 2   * We should analyse the kind of students that might end up in these classes! Students from disadvantaged backgrounds are often disproportionately placed in lower tracks, limiting their access to challenging coursework and opportunities, ultimately reinforcing societal inequities. Tracking creates homogenous classrooms, limiting opportunities for students to interact with peers from diverse backgrounds and perspectives.   05:17  We need to ask POIs - consistently! | | | | | | |

| **Student Name:** Chloe Lit |
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| **Motion**: This house supports academic tracking and streaming in schools |
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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 |
| 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 should directly engage with the speaker before us! We need to start by establishing the problem; what is wrong with mixed ability teaching? Is it that it doesn’t work?  Rebuttal   * Explain why their model singles these students out right in the middle of class - explain why this is WORSE for perception and feeling inadequate. * We don’t have to explain what streaming is again! Instead, we should explain why this will be done humanely, and in a sensitive way such that it does not hurt the feelings of students? Or what incentives schools and teachers have to do this well? * Explain that when they feel being slowed down, or left behind, this is likely to foster feelings of resentment, and hence create a tense atmosphere in the mixed ability classes.   Don’t just rebut randomly - rebuttal has to be targeted to a claim that is being made by the other side!  When do we transition from rebuttal into the argument?  Argument 1 - title?   * What is the thesis or claim here? If we don’t specify, the first layer of our analysis comes across as slightly directionless and confusing. * On differential ability, maybe we can talk about how some students just need extra help? Tracking allows teachers to tailor their instruction to the specific needs and abilities of students within a group. This can lead to more effective teaching and learning as the pace and complexity of the material can be adjusted appropriately. * Good use of examples throughout! * Have a clear - the impact of this argument is… at the end!   We need to ask POIs - consistently!  04:49 - well done! | | | | | | |

| **Student Name:** Aiden Cheng |
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| **Motion**: This house supports academic tracking and streaming in schools |
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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 |
| 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:  Why would they set goals and behave in this way? We claim this happens, but aren’t explaining WHY this is true. Our opening must have justification, rather than being assertive.  Rebuttal   * Motivation - rather than explaining why this is unlikely to exist on their side, you explain why your side has motivation instead. Now, the judge has two claims about motivation, but no explanation as to which side is right. Are we actually rebutting the other side? The response is that students in lower tracks can experience stigmatization and lowered self-esteem, leading to a self-fulfilling prophecy where they believe they are less capable and thus perform accordingly. The labeling associated with tracking can have long-term negative psychological effects. This means there is no motivation on their side. In order to prove there is more motivation on your side, you have to first establish why it doesn’t exist in a streaming and setting system. * On ease - explain how there are incentives of teachers and schools to do this in a way that actually works, compared to making students feel left behind or humiliated.   You need to say yes or no to POIs, and actually respond to the ones you take, as opposed to just ignoring them. You cannot take more than two POIs in a speech.  Argument 1   * What is different about this argument and our first speaker’s, as well as between our rebuttal and argument? * We should analyse the kind of students that might end up in these classes! Students from disadvantaged backgrounds are often disproportionately placed in lower tracks, limiting their access to challenging coursework and opportunities, ultimately reinforcing societal inequities. Tracking creates homogenous classrooms, limiting opportunities for students to interact with peers from diverse backgrounds and perspectives.   Why are we so easily distracted during the speech? The moment someone fidgets, you lose all attention.  We need to ask POIs - consistently! Did we ask a single POI today?  04:38 | | | | | | |