| **Student Name:** Hon Sum Yang |
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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: | NA | | | | | |
| 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:  Right now in this world - we need to start with more gusto! On lack of information - why is this true, why is this the problem in the motion? Is the only way to solve this problem - which we need to justify it exists in the first place - giving significant oversight to parents? Or will teacher parent communication be able to solve this?  Set-up   * Problem characterisation missing! When, where and how does this disagreement occur? What are examples or illustrations of this? * On process - is it a majoritarian decision, or individual? * What burden do you have? What do we need to prove in order to win? What burden do we want to push onto Opposition?   Argument 1   * What is the thesis of this argument? * Why don’t they have access to information? Is this the fault of the parent, or the fault of the school? * On knowledge - what other mechanisms exist for this to be fulfilled and why?   POI from Emma: fair question as to whether or not this is the problem this motion is trying to solve. On disagreement - why or how is this true? In what instances or situations do parents disagree with school choices. We need to break down when and in what areas this disagreement occurs; with what books, what issues and so forth? For instance, where teachers teach something super radical or different and so forth?   * Why would schools act in the way we claim? * What is the impact of this argument? Why do we care about the outcome? Have we reached the outcome?   Team Prop, we need to make sure we’re going through preparation time seriously and judiciously. If we don’t, we end up with incomplete arguments and our first speaker is left to improvise on the spot.  Transitions within parts of the argument are missing. We only run one argument, when we’re supposed to have two!  05:13 | | | | | | |

| **Student Name:** TorresLi |
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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: | NA | | | | | |
| 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:  Right now in this world - we need to start with more gusto! On lack of information - why is this true, why is this the problem in the motion? Is the only way to solve this problem - which we need to justify it exists in the first place - giving significant oversight to parents? Or will teacher parent communication be able to solve this?  Set-up   * Problem characterisation missing! When, where and how does this disagreement occur? What are examples or illustrations of this? * On process - is it a majoritarian decision, or individual? * What burden do you have? What do we need to prove in order to win? What burden do we want to push onto Opposition?   Argument 1   * What is the thesis of this argument? * Why don’t they have access to information? Is this the fault of the parent, or the fault of the school? * On knowledge - what other mechanisms exist for this to be fulfilled and why?   POI from Emma: fair question as to whether or not this is the problem this motion is trying to solve. On disagreement - why or how is this true? In what instances or situations do parents disagree with school choices. We need to break down when and in what areas this disagreement occurs; with what books, what issues and so forth? For instance, where teachers teach something super radical or different and so forth?   * Why would schools act in the way we claim? * What is the impact of this argument? Why do we care about the outcome? Have we reached the outcome?   Team Prop, we need to make sure we’re going through preparation time seriously and judiciously. If we don’t, we end up with incomplete arguments and our first speaker is left to improvise on the spot.  Transitions within parts of the argument are missing. We only run one argument, when we’re supposed to have two!  05:13 | | | | | | |

| **Student Name:** Jasper She |
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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: | NA | | | | | |
| 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:  Right now in this world - we need to start with more gusto! On lack of information - why is this true, why is this the problem in the motion? Is the only way to solve this problem - which we need to justify it exists in the first place - giving significant oversight to parents? Or will teacher parent communication be able to solve this?  Set-up   * Problem characterisation missing! When, where and how does this disagreement occur? What are examples or illustrations of this? * On process - is it a majoritarian decision, or individual? * What burden do you have? What do we need to prove in order to win? What burden do we want to push onto Opposition?   Argument 1   * What is the thesis of this argument? * Why don’t they have access to information? Is this the fault of the parent, or the fault of the school? * On knowledge - what other mechanisms exist for this to be fulfilled and why?   POI from Emma: fair question as to whether or not this is the problem this motion is trying to solve. On disagreement - why or how is this true? In what instances or situations do parents disagree with school choices. We need to break down when and in what areas this disagreement occurs; with what books, what issues and so forth? For instance, where teachers teach something super radical or different and so forth?   * Why would schools act in the way we claim? * What is the impact of this argument? Why do we care about the outcome? Have we reached the outcome?   Team Prop, we need to make sure we’re going through preparation time seriously and judiciously. If we don’t, we end up with incomplete arguments and our first speaker is left to improvise on the spot.  Transitions within parts of the argument are missing. We only run one argument, when we’re supposed to have two!  05:13 What if they’re neglectful? What if they’re just careless and not present? What happens then? | | | | | | |

| **Student Name:** Kayley Cheng |
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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: | NA | | | | | |
| 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:  Right now in this world - we need to start with more gusto! On lack of information - why is this true, why is this the problem in the motion? Is the only way to solve this problem - which we need to justify it exists in the first place - giving significant oversight to parents? Or will teacher parent communication be able to solve this?  Set-up   * Problem characterisation missing! When, where and how does this disagreement occur? What are examples or illustrations of this? * On process - is it a majoritarian decision, or individual? * What burden do you have? What do we need to prove in order to win? What burden do we want to push onto Opposition?   Argument 1   * What is the thesis of this argument? * Why don’t they have access to information? Is this the fault of the parent, or the fault of the school? * On knowledge - what other mechanisms exist for this to be fulfilled and why?   POI from Emma: fair question as to whether or not this is the problem this motion is trying to solve. On disagreement - why or how is this true? In what instances or situations do parents disagree with school choices. We need to break down when and in what areas this disagreement occurs; with what books, what issues and so forth? For instance, where teachers teach something super radical or different and so forth?   * Why would schools act in the way we claim? * What is the impact of this argument? Why do we care about the outcome? Have we reached the outcome?   Team Prop, we need to make sure we’re going through preparation time seriously and judiciously. If we don’t, we end up with incomplete arguments and our first speaker is left to improvise on the spot.  Transitions within parts of the argument are missing. We only run one argument, when we’re supposed to have two!  05:13 | | | | | | |

| **Student Name:** Hanna Zhang |
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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: | NA | | | | | |
| 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:  Good work starting by establishing what is symmetric; I think you need to jump to what then isn’t symmetric - and what benefit exists on your side. The criticism we jump to isn’t the most high impact approach; I already know they didn’t mech anything.  Set-up   * Good on establishing clearly who you support and back. * Rather than engaging in their lack of framing, use this to point out how this already deals with the worst harms they highlight - that the communication gap is dealt with through existing strategies/incentives to provide information to parents. You want to deal with this here for cleanliness, and then move onto rebuttal. * Good on reasonable/unreasonable - illustrate instances in which this occurs.   Rebuttal   * Clear explanation of why status quo is sufficient.   Argument 1   * Clear opening, clear establishment of what your push is going to be. We have lots of signposting - which is good, but is verging on excessive at the moment. The preamble is obscuring the analysis. * We need to first establish what the incentive structures of unreasonable parents are; what kinds of decisions they are likely to make, and why they will be bad. Give me examples of this. Then, go onto explain the mechanisation. At present, we aren’t spending enough time on the problem characterisation. * Establish the nature of teachers, schools - incentives and such. * POI - take the harder line, even where teachers discuss politics, why is this still okay? Why do we trust teachers to make good decisions, or being at minimum, objective and logical - compared to parents. * Impacting is fine, needs to be unpacked more; I am still unaware of a concrete harm, or example of harm that exists on Proposition.   Argument 2   * What is the thesis of this argument? * This is good analysis establishing the nature of teachers - it needed to have existed in the first argument. * On the comparison - what is the purpose of this? The comparative needs to be embedded into the argument, to explain why your benefit is comparatively better.   The first argument is far better structured than the second; I’m also uncertain of what the purpose of the second argument is.  06:16 | | | | | | |

| **Student Name:** Lorelyn Schroeder |
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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: | NA | | | | | |
| 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:  Good work starting by establishing what is symmetric; I think you need to jump to what then isn’t symmetric - and what benefit exists on your side. The criticism we jump to isn’t the most high impact approach; I already know they didn’t mech anything.  Set-up   * Good on establishing clearly who you support and back. * Rather than engaging in their lack of framing, use this to point out how this already deals with the worst harms they highlight - that the communication gap is dealt with through existing strategies/incentives to provide information to parents. You want to deal with this here for cleanliness, and then move onto rebuttal. * Good on reasonable/unreasonable - illustrate instances in which this occurs.   Rebuttal   * Clear explanation of why status quo is sufficient.   Argument 1   * Clear opening, clear establishment of what your push is going to be. We have lots of signposting - which is good, but is verging on excessive at the moment. The preamble is obscuring the analysis. * We need to first establish what the incentive structures of unreasonable parents are; what kinds of decisions they are likely to make, and why they will be bad. Give me examples of this. Then, go onto explain the mechanisation. At present, we aren’t spending enough time on the problem characterisation. * Establish the nature of teachers, schools - incentives and such. * POI - take the harder line, even where teachers discuss politics, why is this still okay? Why do we trust teachers to make good decisions, or being at minimum, objective and logical - compared to parents. * Impacting is fine, needs to be unpacked more; I am still unaware of a concrete harm, or example of harm that exists on Proposition.   Argument 2   * What is the thesis of this argument? * This is good analysis establishing the nature of teachers - it needed to have existed in the first argument. * On the comparison - what is the purpose of this? The comparative needs to be embedded into the argument, to explain why your benefit is comparatively better.   The first argument is far better structured than the second; I’m also uncertain of what the purpose of the second argument is.  06:16 | | | | | | |

| **Student Name:** Emma Kwok |
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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 |
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| Competition Score: | NA | | | | | |
| 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:  Good work starting by establishing what is symmetric; I think you need to jump to what then isn’t symmetric - and what benefit exists on your side. The criticism we jump to isn’t the most high impact approach; I already know they didn’t mech anything.  Set-up   * Good on establishing clearly who you support and back. * Rather than engaging in their lack of framing, use this to point out how this already deals with the worst harms they highlight - that the communication gap is dealt with through existing strategies/incentives to provide information to parents. You want to deal with this here for cleanliness, and then move onto rebuttal. * Good on reasonable/unreasonable - illustrate instances in which this occurs.   Rebuttal   * Clear explanation of why status quo is sufficient.   Argument 1   * Clear opening, clear establishment of what your push is going to be. We have lots of signposting - which is good, but is verging on excessive at the moment. The preamble is obscuring the analysis. * We need to first establish what the incentive structures of unreasonable parents are; what kinds of decisions they are likely to make, and why they will be bad. Give me examples of this. Then, go onto explain the mechanisation. At present, we aren’t spending enough time on the problem characterisation. * Establish the nature of teachers, schools - incentives and such. * POI - take the harder line, even where teachers discuss politics, why is this still okay? Why do we trust teachers to make good decisions, or being at minimum, objective and logical - compared to parents. * Impacting is fine, needs to be unpacked more; I am still unaware of a concrete harm, or example of harm that exists on Proposition.   Argument 2   * What is the thesis of this argument? * This is good analysis establishing the nature of teachers - it needed to have existed in the first argument. * On the comparison - what is the purpose of this? The comparative needs to be embedded into the argument, to explain why your benefit is comparatively better.   The first argument is far better structured than the second; I’m also uncertain of what the purpose of the second argument is.  06:16 | | | | | | |