| **Student Name:** Emma Kwok |
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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 | | | | | |
| 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. Why is the lack of diversity the defining cause for brutality?  Set-up   * We need to set up the problem first; what is the need for this? 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. * Explain that there are people that apply, but that due to racism, don’t get into the program or enter the police force. * **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? Our problem definition focused on racism, and focused on brutality, but our first argument is on employment? Is employment fixing our central problem/the reason why we’re having the debate? If unemployment is the issue, surely there are a whole host of solutions that can be implemented, like training, welfare etc. Why is a racial quota the best solution or way forward? * What did we prove at the end of this argument? That this **could** be an employment opportunity? What impact does this have?   Argument 2   * 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. * 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?   04:43 | | | | | | |

| **Student Name:** Michael Lin |
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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 |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 68.5 | | | | | |
| 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 deliver our opening with more force and gusto. We need to give our speech with enthusiasm and energy. Speak louder and clearly! 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.?  Where is our set-up? 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! Set-up must come BEFORE rebuttal.  Rebuttal / Argument? What is this?   * Ask why organic hiring isn’t happening, or can’t happen; then you can say that this may mean we have a less meritocratic approach, which drives an impression that these new officers of colour are underqualified, perpetuating hate and discrimination further. * You need to say no to POIs, but try and take one during the speech. * We need to do set-up clearly. Rather than just saying oh they’re getting too much equipment. Do you have the political capital or willingness to do this?   We stopped speaking 3 minutes in - this isn’t enough! We have to follow the structure of a first Opp speech!  03:14  You need to ask where even if they get hired, does the behaviour of the police force fundamentally change. 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. | | | | | | |

| **Student Name:** Chester Tam |
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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 | | | | | |
| 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:  Will Opp disagree? They want to get rid of police brutality too! Don’t use casual language to describe the relationship we want POC to have with police. The causal link of how relationships improve is missing - you must follow up here. 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.  Explain why demilitarisation is impossible to achieve. Don’t say they need riot gear - which is hard to prove. Explain why the capital both sides have to implement a solution is limited instead; so they can only change something of symmetric size to a quota - they can’t defund the police. Is there too much capital required to achieve this?  Rebuttal - structure your rebuttal! What exactly are you rebutting? Connect to a point you are disproving, rather than just general points to make!  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? Characterising this means Opp can’t just say POC have no interest; make it so that they do have interest, just that they don’t get hired right now.  Argument 1   * On relationships - you have to explain to me how time and proximity do away with ingrained biases. * 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.   Good work asking POIs!  05:06 | | | | | | |

| **Student Name:** Torres Li |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 70 | | | | | |
| 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:  Please spend more time on the phrasing of your POIs! They can be very long-winded and difficult to process for a speaker on the floor.  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.? Our first didn’t do much set-up, so this gap needs to be filled immediately!  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   * Be charitable and move beyond the question of if there are even people to join in the first place. The actual debate asks where this is achievable, whether or not it actually works! * We should question how this is going to be implemented! Will it occur meaningfully, or will it occur 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? * You have to explain why mixing doesn’t change racism that’s been cooked into people’s brains since before they were even born.   Did we have an argument? When did we transition?   * We can also argue that even 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. * On militarisation - do you have the capital to get rid of this? Is this symmetric in fiat required for the racial quota? Explain what your side has them use instead! Put the analysis from your conversation with Chester into your speech! Explain why militarisation is the cause of brutality, not hiring!   05:13 | | | | | | |

| **Student Name:** Kayley Cheng |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Our opening should be more high impact! The causal link of how relationships improve is missing - you must follow up here. 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.  Clarification:   * 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? Characterising this means Opp can’t just say POC have no interest; make it so that they do have interest, just that they don’t get hired right now. * Good on incentive to join given past precedent.   Clash 1: Reducing Brutality   * Explain why demilitarisation is impossible to achieve. Don’t say they need riot gear - which is hard to prove. Explain why the capital both sides have to implement a solution is limited instead; so they can only change something of symmetric size to a quota - they can’t defund the police. Is there too much capital required to achieve this? * If people engage in brutality because of hatred and bias - you have to unpack why it goes away!   + You have to explain to me how time and proximity do away with ingrained biases.   + 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. * We’re merging five different examples here! Be specific.   Clash 2:   * Is this a distinct issue from the first one? Presumably the impact of reducing brutality is safety?   We need to ask POIs consistently!  04:55 | | | | | | |