| **Student Name:** Edna Chow |
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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:  [NOTE: Today’s speeches are 6 minutes’ long.]  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   * Good on attaching it to the demographic of the locality in question. * 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 - what is the structure of this argument?   * Thesis? 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? * Good use of examples! Don’t just say ‘African’ - it’s African-American. Explain how this is linked to the individual. * 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?   Did we run just one argument? We should have run two arguments, with one focusing on how this solves problems beyond individual police officers being less racist. Does this lead to increased community buy-in? Does it build trust within the community? How does this lead to a safer community or society?  06:17 - good work!  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Renee Yang |
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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:  [NOTE: Today’s speeches are 6 minutes’ long.]  Excellent opening. Clear tone, clear impact, clear focus on what the problem is. Don’t speed up in signposting, keep clear and slow still. How can I track you if you speak super fast?  Set-up   * Focus on exclusivity - why is Prop’s solution exclusive. Both sides want the same thing; theirs is superficial at best. * 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 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.   Argument 1   * 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.   + What does brutality look like? * POI - explain why it has to be one or the other; you lose political capital/departments can wash their hands of the problem once they do the bare minimum.   Argument 2   * We spent 20 seconds on this argument. Is this sufficient analysis? What did you prove by the end?   We need to be clearer in prep on what is rebuttal, and what is a positive argument - and how to separate the two.  06:09  Good job asking POIs! | | | | | | |

| **Student Name:** Jacky Xu |
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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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| Teacher comments:  [NOTE: Today’s speeches are 6 minutes’ long.]  I get what you’re trying to do, but you could get equitied in a competition if you don’t spell out more explicitly that these are examples of the kind of racism that lead to the racialisation of policing, however - 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.  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 this symmetric? Why do you have the political capital or willingness on part of departments to go beyond the bare minimum? * 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. * 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 on trust! Why does trust matter? Why does trust not exist in the status quo?   POI: you have to prove capacity to co-opt, rather than just asserting you can co-opt. Is doing away with qualified immunity easy? You should push Opp on the significant buy-in and awareness required to pull off their model.  When did you transition from the rebuttal into the argument?  Argument 1 - what is the structure of this argument?   * Thesis? * 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 is never explained!   05:57  Good job asking POIs! | | | | | | |