| **Student Name:** Tiffany Chan |
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| **Motion:** This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children |
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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: | 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 5 to 6 minutes’ long.]  Nice hook focusing on the problem statement right away, we can delve a little bit more with an illustration to immediately prove why schools don’t understand what students want.   * Good job signposting!   On the set-up:   * Good definition and explanation on how this will work. * Interesting model on choosing specific parents based on their performance, but this will exclude other parents with valid concerns on their child’s education? We should figure out a way to include all parents’ opinions.   + What does it mean to have “good performance”? Testing? Educational background? * Excellent caveat that this is a collaborative process in which BOTH sides have to agree with the curriculum!   + But what if they cannot come to an agreement? Does it come down to a majority vote?   We are currently asserting that schools do not care about students, just because they are corporations. Won’t they benefit from students having better learning outcomes anyway? Intuitively, it seems like it is the very purpose of schools to ensure that the students learn very well.   * On the schools not knowing what the child needs, can you illustrate to me what are these harmful forms of curriculum that have the power of causing these children a lot of distress? * We need more reasons as to why parents have the CAPACITY to do this, and not just the INCENTIVE to do this.   + The impacting needs to be more than just a few sentences as well. Is there even a great difference in learning outcomes?   We had some good characterisation on the interests of parents, can we illustrate what kinds of information that only parents will know and schools will not know enough to incorporate?   * We are arguing in abstract, how does this apply in the realm of curriculum? What are these books that will go overboard? Can we give more examples of these bad forms of curriculum?   + I like the impacting on potentially parents withdrawing their children from school, or making the home environment more harmonious, but we’re not actually spending enough time explaining why this is incredibly important/harmful!   We can offer more POIs in the debate!  5.16 - Nice job! Let’s aim for 6 minutes next time. | | | | | | |

| **Student Name:** Sarah Choi |
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| **Motion:** This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children |
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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: | 71 | | | | | |
| 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 5 to 6 minutes’ long.]  Nice hook reinforcing the lack of merit of parents vs the expertise of educators when it comes to formulating curriculum, conclude here that ultimately the purpose of this debate is deciding which improves the quality of education.   * Please signpost the rest of your speech before diving into your rebuttals.   On parents being biased and one-sided, rather than using the example of parents stressing students with further maths, it would be more advantageous to illustrate moral biases.   * E.g. Religious parents do not want their children to learn about evolution in science classes.   + We can also point out that the more powerful and wealthy parents will dominate this entire process to the exclusion of other teachers and parents. So Prop still won’t get the benefits they claim on listening to all parental interests.   Good pushback on the purpose of learning is to build on fundamental knowledge, and not just having a fun process.   * Go even deeper and engage in the heart of the matter, which is can students learn WELL if we don’t consider their well-being and if they like what they learn?   + Nice job impacting that the lack of learning outcomes will impact the entirety of their future!     - Well done illustrating that this looks like sacrificing the humanities in favour of subjects like STEM. Now tell me what is the value of learning these “low-impact” subjects.   We should’ve made a clear observation that Prop only argued that parents have the INCENTIVE to do the right thing, but not the CAPACITY to do this. And Opp wins on the quality of curriculum since you have proven that parents have no clear training and expertise on this.   * Have a more explicit engagement with Prop’s analysis on parents having better incentives than schools in terms of supporting their child’s learning.   + Prove to me why schools also have the same incentives to improve learning outcomes. * Go even further and highlight all the ways in which parents lack merit in this process. But try to structure it as categorical layers of analysis, rather than random examples, e.g. lack of training in the field of education vs some parents don’t know enough about certain things.   I appreciate how much time we spent on impacting today, very well done!  Good job offering POIs today! Keep it up!  6.19 - Nice job! | | | | | | |

| **Student Name:** Alissa Mak |
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| **Motion:** This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children |
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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:**  [NOTE: Today’s speeches are 6 minutes’ long.]  Nice clarity in the hook, I understand your main clash as the Opposition. I would definitely appreciate more impact, rather than just summation.  We should provide the set-up and the signposting before delving right into the rebuttals!   * Clarify what is the status quo that you support. Highlight your comparative instead.   + We clarified this afterwards, good job! I appreciate that you highlighted BOTH merit and diversity.     - But there’s no need to say you refuse to consider the parental perspective. Parents can still give feedback and criticism to schools, but it’s up to schools to make the final decision.   Interesting comparative that the interest of any one student should not override the rest of society. But isn’t Proposition representing the interests of EVERY student collectively?   * We need to illustrate this clearly, what is this harmful curriculum advocated by a minority of students at the expense of the rest.   We should’ve made an observation that Prop did not actually defend if parents had the capacity to contribute in a meaningful way, re: their educational background. They only argued that parents have a better incentive.   * Go even further and highlight all the ways in which parents lack merit in this process. * Have a more explicit engagement with Prop’s analysis on parents having better incentives than schools in terms of supporting their child’s learning.   + Prove to me why schools also have the same incentives to improve learning outcomes.   Good job arguing that parents lack merit in setting up the curriculum.   * Go even further and highlight all the ways in which parents lack merit in this process. But try to structure it as categorical layers of analysis, rather than random examples, e.g. lack of training in the field of education vs some parents don’t know enough about certain things. * We have a very good angle explaining that schools have a better system, try to structure your analysis and explain all the ways in which schools have better capacity. * On parents being biased, can we illustrate precisely what these biases are, and then link it back to the quality of education. * E.g. Religious parents who don’t want their children to learn about evolution. * Then try to maximise the long-term impact to students on the quality of education. We’re stopping very early after stating the impact that their education is harmed.   Good job offering POIs today!  4.43 - We are under-timed today, go back and re-conclude until we hit 5 minutes. | | | | | | |

| **Student Name:** Karin Yeung |
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| **Motion:** This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children |
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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: | 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 5 to 6 minutes’ long.]  Nice hook explaining that schools and teachers may not care about the education of students, but this is a very difficult premise to prove with just surface level analysis. Surely, many educators care about education, and schools benefit from students actually learning to begin with?   * Please signpost your speech before diving into your rebuttals.   Excellent reinforcement of your team’s model that this is an equal process with contributions from both side, and parents should be allowed to give their views.   * The rebuttal is under-impacted! Tell what are the harms of excluding the views of parents from this process. * We should also defend your model even more, explain why making it collaborative means parents would not be able to pass a very harmful curriculum as the Opposition asserts today! So this tackles all of their harms.   We need more reasons as to why parents have the CAPACITY to do this, and not just the INCENTIVE to do this. Opp is challenging that Prop has not proven that parents are even qualified on making decisions pertaining to curriculum.   * We are currently asserting the problem without proving it enough, which is that schools do not actually care about what the children are learning. * We can also explain that parents don’t have to bring expertise to the table, because educators can do that. Parents can just focus on serving their child’s best interest. * On the schools not knowing what the child needs, can you illustrate to me what are these harmful forms of curriculum that have the power of causing these children a lot of distress? * The impacting needs to be more than just a few sentences as well. Is there even a great difference in learning outcomes?   We had some good characterisation on the interests of parents, can we illustrate what kinds of information that only parents will know and schools will not know enough to incorporate?   * We are arguing in abstract, how does this apply in the realm of curriculum? What are these books that will go overboard? Can we give more examples of these bad forms of curriculum?   Interesting claim about schools being interested in moving up the rankings, but doesn’t this prove that they have the incentive to ensure that their students are learning well and have higher achievements?   * We are under-analysing the impact of the argument still, explain why learning outcomes is the number one priority in the debate. How will this impact their entire future and the purpose of schools?   Please offer more POIs in the debate!  6.12 - Nice job! | | | | | | |

| **Student Name:** Sophia Tan |
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| **Motion:** This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children |
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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 | | | | | |
| 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 5 to 6 minutes’ long.]  Nice hook, there’s a lot of clarity on what your position is, but I would prefer to have more impact instead at the very start!   * Good job signposting your clashes today.   In your first clash:   * We can spend a little less time summarising, make it just one-sentence on each side, as opposed to one whole paragraph. We spent almost a minute simply summarising what happened in the debate. * We need more reasons as to why parents have the CAPACITY to do this, and not just the INCENTIVE to do this. Opp is challenging that Prop has not proven that parents are even qualified on making decisions pertaining to curriculum.   + I appreciate your reinforcement of the analysis that parents care more about the students, but we haven’t proven the comparative as to why schools do not care about the students? Intuitively, schools benefit from their students learning well. * We can also explain that parents don’t have to bring expertise to the table, because educators can do that. Parents can just focus on serving their child’s best interest. * On the schools not knowing what the child needs, can you illustrate to me what are these harmful forms of curriculum that have the power of causing these children a lot of distress? * The impacting needs to be more than just a few sentences as well. Is there even a great difference in learning outcomes?   In your second clash:   * Good reinforcement of your model that we won’t let a minority of parents dominate the curriculum process at the expense of other students and the whole education system.   + The examples of religious parents not wanting their kids to learn science is not a strategic example for you! This will definitely sacrifice the quality of education as the Opposition claims. * To prove that parents improve the quality of education, we should instead focus on parents playing a supplementary role in the learning process of children!   + So explain first why there is a problem on the education system, parents need to hold these institutions accountable as incompetent teachers are aplenty, especially in underfunded public schools. * We are under-analysing the impact here, explain why learning outcomes is the number one priority in the debate. How will this impact their entire future and the purpose of schools?   Please offer more POIs today!  5.17 - Good job! | | | | | | |