| **Student: Rose** |
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| **Topic: This house would make schools focus on the lowest-performing students, rather than the highest-performing students** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * You speak really clearly! Good work. * Good answer to the POI!   **Speaking time:** 6:15.96, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You must make sure to start your speech with a hook that gives me a preview of your speech. * How exactly would you focus on the lowest performance students? Give me the details of this. * You must make sure to arrange your speech and signpost the speech as you’re going through the argument - for example, claim, benefits, impacts, etc. * What exactly is a minority job? You might want to describe it as less desirable jobs, as implying that these jobs are meant for minorities might be a bit offensive! * I understand the argument that this would provide a balance for teachers, but can you tell me why it is true that teachers will actually be able to help out for these students? * You can give me a lot more impacts in your speech - what's the impact of a student feeling like they can’t achieve much? Do they drop out of the education field, etc? What's the harm of this? * Try to avoid using words like “dumb” or “stupid” to describe the people you’re talking about! | |

| **Student: Annabelle** |
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| **Topic: This house would make schools focus on the lowest-performing students, rather than the highest-performing students** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Nice signposting! * Your manner was much better this week! Good work. * Good argument selection re: the government has to pick and choose which school to fund the most.   Speaking time: 05:01.43, nicely done! Let’s try to aim for 6 next time. | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Try to give me more hand gestures at the beginning of your speech! * Try to make sure your pace isn’t too quick! * Try not to get thrown off by POI’s - don’t immediately take a POI! Finish off your sentence first and then proceed to answer a question. * Try to maintain your composure in your speech - I felt that you have a lot to say that’s really great, but you don't seem to be able to get to that content in time due to being distracted! * Try to tell me why the poor and low performing schools are the **most** important people to focus on. * Why are you taking 3 POI’s Annabelle?? One is more than enough! * Schools need to prove themselves to get funding by the government - Okay sounding good so far, but you gotta get the point much much faster, I think the idea you were selling me on was simple enough. * Where was the impact?? The consequences?? The comparative?? You must do this next time Annabelle! * You have to take the best case scenario of the Pro and weigh against that. Also, you want to talk about arguments like idols, etc. Success stories are importan | |

| **Student: Ashton** |
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| **Topic: This house would make schools focus on the lowest-performing students, rather than the highest-performing students** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good signposting!   Speaking time is 06:13.00 | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Please have a hook - I don’t want you to start your speech by repeating the motion anymore! * When it comes to rebutting, you want to focus on directly disproving your opponent - i.e., proving them to be untrue and false as compared to giving me a what about argument. * You need to structure your speech much better - the argumentation was incredibly unclear. Use the claim-reasoning-impact model. * You need to keep your composure under control. Even if the other side is distracting you, you can’t let it distract you from doing what needs to be done. * What's the value of making sure that everyone has the same relative standing in the school? What's the impact of this? * How do you give people a chance? What's the value of providing the person who games for 17 hours as you say with specialised attention? What exactly does this achieve? * Not too sure what this CIA agent and beggar comparison was about. Maybe make the comparison a bit more clear to me? * Try to avoid going for big and vague impacts like joblessness happens. | |

| **Student: Luke** |
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| **Topic: This house would make schools focus on the lowest-performing students, rather than the highest-performing students** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good hand gestures! * Good eye contact! * Good framing.   Speaking time: 6:13.67, nicely done! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You **must** start your speech with a hook. Not signposting, not your position, but a hook. * Why are they putting people to waste? They did have the claim of the talented people being able to succeed regardless of the context anyway. * I understand that you’re trying to outframe the Pro team, but you still need to make sure you’re disproving and responding to the main claims of the Pro team before moving into your arguments though. * I understand that poorer districts are important to you - but why exactly does it matter in this debate? What's the unique value of aiding these groups of people? * You must explain **why** certain groups are vulnerable - remember this is in the context of education. The links may not be as clear to the average judge. This is especially true if they are already performing well as you say. * I think the economic argument is fine, but I think its too far off and random in the debate. In a context where people are fighting over the learning opportunities and academic scores for students, this felt quite out of place. * Moreover, what do you mean by growth in these poor districts? There’s quite a bit of vagueness in this speech that has to be avoided next time around. * You have to take the best case scenario of the Pro and weigh against that. Also, you want to talk about arguments like idols, etc. Success stories are important | |

| **Student: Charlotte** |
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| **Topic: This house would make schools focus on the lowest-performing students, rather than the highest-performing students** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good rebuttal re: averages! * Good response to the POI!   Speaking time: 4:31.64, try to speak for 5 minutes next time around! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You gotta improve on the emotive expression of your speech - I felt as though the speech sounded quite uncertain and unconfident. You gotta believe in yourself! * Please try to make eye contact and use hand gestures! * I wasn’t too sure what exactly was being proven in the rebuttal made about averages - you might want to break this down for me! * Try not to jump to something as large and as far away as job opportunities - start small. How does this impact students? * Try to make sure you aren’t jumping around in your argumentation - for e.g,, you said you were done with your rebuttals and then you went back to it after your argumentation. You want to avoid this! * You can focus on a lot of other arguments too in your speech - for example, such as that this policy helps us build icons and models for other people to follow, etc. * What's the value of making sure that everyone has the same relative standing in the school? What's the impact of this? * How do you give people a chance? | |

| **Student:** |
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| **Topic:** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** |  | |
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| **What part of my speech NEEDS IMPROVEMENT?** |  | |