| **Student Name:** Maddie |
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| **Motion:** TH supports academic tracking and streaming in schools. |
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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** |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 05:01:56, nice!   * Nice hook! (Though try to avoid the H word though - I will let it slide this time since it was a good usage of the word.) * Make sure that you are signposting! For example, tell me when you are heading into your policy, etc. * Good policy set-up! * You might want to start by telling me what is wrong with the current methods of retaining a teacher; why should things like personality and or demeanour be taken into account when someone is still doing their professional duties? (E.g., a mean teacher can still be a very capable teacher in terms of marking, etc.) * Good use of personal examples! * Try to make sure that you are explaining how things change with this feedback. I know it might seem obvious in this context, but it may not be so clear to the judge! Plus, there is a possibility of the Opposition hurting you by saying that this causes teachers to not want to discipline students anymore. * Be sure to push the Opposition to defend a harder burden! Put your opponents on the defensive.   Speaking time: | | | | | | |

| **Student Name:** Ari |
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| **Motion:** TH supports academic tracking and streaming in schools. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student offered a point of information. | 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 |
| 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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 03:02.73, good work! Lets aim for 4 minutes next week.   * Your hook is perfect without the good evening aspect of things! Try to give me more vibes and energy when you are starting. This means that you gotta assure your hand gestures, etc. * Try to make sure that you’re telling me the how of the situation - how will this streaming work and how might it look? * Good grounding on how students get feedback and information based on academic tracking. The main thing here is how you think it will go. You need to show that it will end up like this! * The billionaire comparison is quite apt. Make sure you are doing how things happen. E.g., how do teachers have the time to assure that their weaker students will get better? * Make sure that you are structuring C-R-E-I (Claim - Reasoning - Evidence - Impact) to make sure that you are consistently building your arguments! | | | | | | |

| **Student Name:** Tania |
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| **Motion:** TH supports academic tracking and streaming in schools. |
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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** |
| 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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 06:49.99, good luck!   * Excellent hook and observations on the proposition! Amazing flow and signposting! * I’m not so sure about this invasion of privacy argument; I don’t think the other side mentioned that at all? Be careful! (Ari said that it won’t be an invasion of privacy, you saying it isn’t only proves that further.) * Good control of the room! Tell me why confidence is something that I really must consider and value in this debate. * Good response to the POI, but make sure you immediately tell me how the other perspective (yours) is more valuable! * I understand that it isn’t going to feel great to be in a bad class; but you need to make sure that you are comparing this to the possible benefit of people getting special attention from the teachers. * Good grounding on how students in HK are streamed into different classes based on Cantonese! * Try to make sure that you are actively including multiple reasons in your argumentation! * Tell me more about this idea of collaboration; how will it happen and why? | | | | | | |

| **Student Name:** Amber |
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| **Motion:** TH supports academic tracking and streaming in schools. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 06:30.43, good work!   * I feel like the hook could have been way more impactful; I would have loved to hear more of an emotional and or assetive tone! Although, I will say the angle of humiliation was excellent characterisation. * Try to avoid long-ish pauses in speaking tone; this helps to reduce awkwardness! * I think you have a really good amount of clarity in this speech! * Personal examples are good; but try to make sure that you do some logical reasoning first before getting into the personal! This helps me to accept the argument more - because the personal examples are meant to just help me understand your angle! * Good response to the POI! * Try to make sure that you are fleshing out your impacts; how does it happen? Why are the impacts very large? * Tell me why these students will be able to take it well; the main idea of the Opposition is that they won’t be able to do so. But by proving the opposite of that, you directly contradict this and your argument is even more proven! * Good example and grounding about Chinese students and language differences! * Nice example about students in Hong Kong! | | | | | | |

| **Student Name:** Maddie |
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| **Motion:** TH supports academic tracking and streaming in schools. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 06:29.29, good work!   * Excellent hook! I think you highlighted the main clash and issue of the debate really well. * Good concession to the other side; you can also just explain that there are students who genuinely have learning difficulties and can’t perform academically due to considerations outside of their control. How might we treat them in a world without streaming? * Good argument on teachers promotions; make sure that you tell me how widespread this situation is first though! And also, tell me why there are multiple reasons for why these types of teachers are likely to be in the majority. * Why might these teachers get away with treating their students badly/not caring for their improvements? Is it because the system actively supports this type of behaviour? * Good eye contact and hand gestures! * I think the clash over teachers caring or not actually caring is a bit of a wash; because regardless, the question is what they can do and what they will do! Realistically, a teacher cannot help a student if they are so far behind the rest of the class. * Really good emotional push Maddie! I feel that your presentation was excellent, but you need to focus on layering your reasoning next time around. This involves giving me less illustrations and more direct reasons for why something is true. | | | | | | |

| **Student Name:** Aria |
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| **Motion:** TH supports academic tracking and streaming in schools. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 07:00.94, nicely done!   * Nice hook! I like how you took what I suggested and what you managed to make with it with your own input. You don’t need to tell us that you are the third speaker! * If you are going to focus on one particular issue (E.g., encouragement) you need to make sure to tell me why this standard and metric is the most important one within the debate! * Good response to the POI, but make sure you don’t get bogged down with responding! I felt that Maddie managed to distract you quite a bit with the POI! * I understand that you probably want to make sure that you are moving up to a higher class; but could you tell me how and why this is likely? Remember, the opposition’s whole premise is that you will not get encouraged and you instead will feel worse. * I felt that this speech didn’t have a direction; you need to make sure that you are actively taking into account that you need to prove that you’re ultimately more true than your opponents! * Try to make sure that you tell me what the impact of being in a higher level class might be if you’re a weaker student! | | | | | | |

| **Student Name:** Maddie |
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| **Motion:** TH supports the usage of video games as an educational tool in schools |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 03:48.04, good work!   * Solid dramatism! Especially with the hook. I appreciate that you immediately focused on engagement. Try to explain why engagement is the most important thing for me to consider in this debate! * I appreciate that competitiveness could help people learn better; but the other side did give us quite a few reasons for why this isn’t the case. I think you need to make sure you start by destroying these arguments first and then moving on to why your arguments are so much more believable. * Why do they (the other side) create unengaged students? Because the alternative to video games is not neccessarily one hour long lectures! That comes off as convenient. * I think you need to answer the why of your content more; for example, each of the things you said for why you won the clash is fair, but I need far more detail for why these things are true. For example, why is time being saved in your world? | | | | | | |