| **Student Name:** Aiden |
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| **Motion**: THW replace standardised testing with holistic learning |
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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 |
| 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:   * I like the content of your hook; but the delivery was super underwhelming! You can take a few minutes to decide on what type of vibe and tone you want to do and bring to this debate. * I think you want to make sure that you are telling me what the problem is early; this means that a description of how bad standardised exams are, is welcomed at the beginning! * Remember that you need to make sure to finish your set-up; set-up refers to your policy and how you intend to implement holistic learning. This means that you need to tell me how people will be assessed, how often assessments will be, what the assessments will look like, and what the content of the assessment is going to be. * You gotta refresh your CREI formula! I think this was a big problem in prep. You gotta make sure that you’re giving me three solid reasons for why your argumentation is true. * Try to incorporate your hand gestures and body language! * The first argument is fine but a bit too vague. What do you mean by people becoming leaders and being more holistic as people? Give me the details! | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: THW replace standardised testing with holistic learning |
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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 |
| 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: Speaking time: 06:45.61, good work! But let’s aim for 7 next time.   * I like the hook; but that was a very fancy way to just say that the debate is a debate. I think you can do better! Try to make the hook attached to your narrative (Meaning, the overall point you’re trying to prove.) * When doing a set-up, remember that you can also use this as a weapon. The speaker before you didn’t have a set-up; you should punish them for it! Call them out for not having a set-up and then explain that you will be doing it instead since they failed at their role. * Good details for the set-up! I think your flow is a bit choppy though (Meaning that, there are a lot of random small pauses in your sentences.) It is not a problem per say, but it does reduce how good you sound to the judge and could lower your speaker score. * Try to make sure that you don’t take a POI in the middle of your sentence! Take your time. Also if a speaker doesn’t know what they are saying, you can just say you don’t understand the question and move on. If the question is that bad, the judge will understand. * Good argumentation on the gap between the good and the bad students; but I think you first need to start this with some characterisation. Why is comparison the best way to improve yourself? What is happening with students and schools today? Does PBL attend to those needs? * I notice that you are a bit vague in this speech; what are the resources we’re talking about here? What is the benefit and key value of academic tests? | | | | | | |

| **Student Name:** Jaylan |
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| **Motion**: THW replace standardised testing with holistic learning |
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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 child of that level. | | | | | | |
| Teacher comments:  Speaking time: 01:09.46, good work!   * Good clarity Jaylan! * Try to make sure that you think about a cool opening line next time; you strike me as a somewhat artistic person. Go ahead and use that! * You have good ideas; but try to make sure that you are explaining each individual segment of your speech. For example, when you mentioned that this is going to help students in terms of measuring progress and feedback, what do you mean by this? How does this work? How does it affect people? * Always try to make your argument about people; think about who is going to be benefitted and harmed. Why do they matter? How do you benefit them? * Remember to stick to this structure in preparation time;   + **Claim**   + **Reasoning**   + **Evidence**   + **Impact** | | | | | | |

| **Student Name:** Michael |
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| **Motion**: THW replace standardised testing with holistic learning |
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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 child of that level. | | | | | | |
| Teacher comments:  Speaking time: 04:48.42, good work!   * I think the content of your hook was pretty good; but the delivery really needs some work! You gotta pick a tone and vibe and run with it. You need to make sure that you do this in order to catch my attention! * I think you have a good point about AI and free-riding; I think this feels like an argument! It might have been a good full blown argument actually. You could integrate this rebuttal into a full argument for next time. * I like the angle of college admissions; first, you should tell me why it is the case that colleges are going to be exam based - it is because college is there to teach you academic skills. These are skills such as critical thinking, etc. * You could also go further to tell me why this system could end up perpetuating inequality; in this world, you will need to have a lot of ECA’s and outside of classroom achievements to get into a good college - which isn’t really possible if you’re from a lower income family! * Try to make sure that you are labelling each part of your argument more clearly; meaning, that if you’re going into a reason for why your argument is true, number them and proceed. (E.g., my first reason is…) * Good point on cheating; remember to do the comparison though! Also, tell me why students are likely to cheat and for example want to free-ride. Wouldn’t there be punishments here to prevent this? * Rebuttals   + I understand the AI point; let’s make it a bit more clear! You can do this by talking about how easy it is to get the answers, how difficult it is to track the cheating, etc. | | | | | | |

| **Student Name:** Giselle |
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| **Motion**: THW replace standardised testing with holistic learning |
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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 child of that level. | | | | | | |
| Teacher comments:   * Nice start to the speech! Good energy. I appreciate the illustration of the fish trying to swim. * I like the rebuttal about appreciating different academic talents; tell me what the value of this is! For example, is the value of this that we retain children in schools? Remember that the world is bigger than just HK; we’re also talking about developing countries where children drop out of school all the time because they feel as though they can’t make money or succeed through school! * Rebuttal to AI; try not to go to the even if first. You can rebut by telling me that people can be caught for cheating, etc. But, I like the even-if. You could go further, which is that you need to learn how to use AI effectively in the future; thus this is a good starting point! (Using Ai, that is, not cheating.) * Try to not be vague; what do you mean by problem solving etc? You gotta make sure to explain this for me so that I understand what you’re talking about! * I think you want to make sure that you are attaching each clash to a particular issue and explain what the issue is important. For example, you talked about learning more skills and being more hands on; why is that super important and crucial? * Try to keep things structured and clear; I felt that you didn’t have as much control over your speech today. Make sure that you’re actively taking me through each step of the speech and your outcomes! * Good outcomes and impacts! You just need to make sure that you are taking your time to make these arguments less vague and more applicable to the real world.   Speaking time: 07:42.23, good work! | | | | | | |

| **Student Name:** Candice |
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| **Motion**: THW replace standardised testing with holistic learning |
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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 child of that level. | | | | | | |
| Teacher comments:   * You strike me as a pretty artistic person; try to implement that into your hook! Give me something funny and or illustrating. * Try to make sure that you are framing what you’re about to say; the stuff you started with on how teachers are going to have to deal with so much more work now because of the differing types of projects was great! But you gotta tell me why that is a crucial consideration in today’s debate. * I think the argument about diversity was not so much about people; more so for skills. You should respond to this by saying that we can teach skills too, through ECA’s and etc! Academics is academics. * Try to not just repeat what your partners said; tell me what the value of it all is. This really helps in making sure that I understand what you are winning on and why you are winning!   Speaking time: 02:36.36, good work! | | | | | | |

| **Student Name: Candice** |
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| **Motion**:  **THBT professional sports clubs should not be allowed to contract minors (under 18s) to their teams.** |
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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 |
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| Teacher comments:   * Try to give me a hook next time around. This could include something emotive or directly responding! * Give me signposting!! You must tell me what the flow of your speech is. * You gotta put the book down! I need some eye contact and hand gestures. * Try to make sure that your rebuttals are more than just a single line - You gotta make sure that you are explaining why the argument isn't true! * You **must** structure your speech better. You gotta go;   + Claim   + True x3?   + Impacts?   + Conclusion.   + Please follow this flow. You are smart and capable! I believe you can do much better following this. * Try to make sure you are giving me multiple reasons for why the arguments you’re making is true.   Speaking time: 2:00.10, let’s aim for 3 next week! | | | | | | |

| **Student Name: Giselle** |
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| **Motion**:  **THW allow for the use of performance enhancing drugs in sports. .** |
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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 child of that level. | | | | | | |
| Teacher comments:   * Nice hook at the beginning! * Beyond just dealing with the education aspect of things, you can also point out that underprivileged people will even access these drugs anyway? * Also, you must take into the account the details provided by the other side. You can say that they may know the harms, but whether they truly understand them is a different question. * Why would people take drugs anyway just because they see others do so? You must break this down and explain it for me. * Try to explain how your side retains fairness. You can also explain that it isn’t worth it to do drugs anyway - because of the effects it has on the body. Why do you think the average person can’t consent to this? * Try to follow the flow - Clarify, rebut, weigh. Why was your side much more important?   Speaking time of 4:20! Good work! | | | | | | |