| **Student Name:** Oscar |
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| **Motion**: This House would place an emphasis on holistic learning over standardised testing 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 |
| 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:  Opening:   * I felt that the tone you employed in the beginning was quite underwhelming - I think you really want to make sure that you are taking on a tone that is assertive and loud! * You want to avoid using generic greetings when you are beginning a speech - give me a hook that gives me a preview of your speech! * You want to make sure that you are actively signposting - meaning that you are actively giving me a preview of what your speech is going to look like so that judges are able to track you easily.   Set-Up   * The setup was quite vague. Some questions that really needed to be answered was;   + What does more emphasis look like?   + What exactly is part of holistic learning? You wanna draw the boundaries here of what is and isn’t included so that your opponents don’t take advantage of this lack of context and hurt you.   Argument: Standardised test = doesn’t test other skills   * I appreciate all of the skills you mentioned (E.g., leadership, etc.). But you need to build up to this first. What doesn’t standardised testing allow for this to be tested to begin with? * Why are these other types of skills very important? You could link this up to the future of a student when they are going to be taking on things like corporate jobs, etc.   Argument: Standardised testing = Stressful   * I get that these tests could be stressful, but I think you really need to make the illustration and detailing of this more clear. * How exactly does stress impact students? Go into the harms here!   Speaking time: 04:48.43, let’s aim for 5 minutes next week! | | | | | | |

| **Student Name:** Jacky |
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| **Motion**: This House would place an emphasis on holistic learning over standardised testing in schools |
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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:   * Good hook. I think whilst the opening was solid, you really could have made it much more impactful if you had used a tone that was more assertive. * When you are doing a definition that the first speaker failed to do, you should try to make sure that you are punishing them for not defining the debate well enough. Overall, solid set-up. * Good signposting!   **Rebuttal**   * Growth Mindset - Not unique   + Why does it apply to standardised testing though? I think the argument made by the first speaker was that this encourages a race to the bottom, where only A’s matter, regardless of your grade.   + Group assignments were a bit of a risky choice to rebut with since this is kind of holistic learning. * If you are gonna respond within an argument (stress.) you could just cite this to the judge and say that the rest of your rebuttals are integrated.   **Argumentation**   * Why is it difficult for you to assess yourself because of a lot of factors actually? This part was quite unclear to me. Even so, what is the impact of this on the debate? * I think this needs some context and set-up first. E.g., it's quite likely that parents are going to end up choosing subjects for the kids in mind here, since they probably want their children to learn specific arguments. This might end up stressing the kid out more. * Good response to the POI! It’s okay to admit that your opponent could be right if it means you are proving that you are still more important. * I think you wanna do an even-if; which is that what if the students can be tracked very well? How does your case deal with this context specifically? * I think there should be a defence of standardised testing - why exactly is that preferable? * Try to avoid giving arguments that are example based. (E.g., the Comp.Sci guy learning music.) * The monetary skills argument was the most important!!! It shouldn’t have come out so late.   Speaking time: 07:15.19, make sure to manage time better! | | | | | | |

| **Student Name:** Lulu |
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| **Motion**: This House would place an emphasis on holistic learning over standardised testing 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 |
| Competition Score: | 68.5 | | | | | |
| 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:  Opening   * Solid hook and opening line. I think you want to make sure that your argumentation matches your tone - that was really depressing. Your tone should reflect the situation you talked about!   Rebuttal   * Try to avoid rebutting through your model - choosing your own classes doesn’t dislodge the possible harm that the speaker before you talked about. Logically, why won’t this stress students out? Is it because the work is more spread out, even, etc. * Employers getting confused - I get that you are suggesting that parents and employers are less important vs the students growth and future. But you can and should directly rebut this first - for example, isn’t it fairly simple to tell that someone is a good/bad student by their overall grades?   Argument   * You need to give me more eye contact! * Need more hand gestures + Vocal contrast. Try to make sure that you are giving me a variation of tones through the speech! * You want to talk about how these skills will help students specifically - in what areas does this help?   \*Good signposting and structure!  Speaking: 03:57.63, let's aim for 4 next week! | | | | | | |

| **Student Name:** Boris |
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| **Topic:** This House, as a sports fan, would boycott international sporting events held in countries with documented and severe human rights violations. |
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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:   * Nice hook! But you want to make sure that you are focusing on answering the questions vs asking them. * Make more eye contact with me vs. your teammate * Good volume adjustment! * You need to structure and signpost your speech a bit better - at times I was slightly confused as to what exactly was being spoken about and why.   Rebuttal   * I’m not so sure if the standard you proposed of how countries would be punished for human rights abuses 50 years ago is true - because the topic is about countries with **documented** and **severe** human rights abuses! It's probably more than one event and quite recent. * You might want to get into what the benefits actually are before you say that the harm doesn’t match the benefit. * You want to make sure that you are flowing well and not pausing too much! Don’t lose track of what’s important in this debate. * Don’t take a POI in between your speech   Argument: ?? (Please clarify the title of your argument!)   * Money - Government spends money, thus the government uses it to improve. You want to make sure to prove this though - lots of countries actually are really corrupted. * I understand that fans might feel bored with going to a same location again and again, but you really want to make sure that you are explaining why the fans and the feelings of the fans matter the most - that we should consider them and focus on them even if there are terrible human rights abuses. * You want to assume the best of your opponent’s - I think they meant safety in terms of human rights abuses vs them being active war zones. Although I don’t fault you for this, its something that can improve the way you speak in the future. * Try not to repeat the motion at the end!   **Speaking time: 07:26.80**, **nicely done!** | | | | | | |

| **Student Name:** Tongtong Lai |
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| **Motion**: This house would remove the Olympic quota system |
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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 |
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| 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: | 68 | | | | | |
| 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:  Good work starting with a high impact rebuttal up top. **Rather than saying unprivileged countries**, talk about how your side incentives these countries to develop sports because they create a standard to aspire towards, rather than just being able to send someone who never succeeds.  In signposting, you need to give me the NAMES of the clashes.  AFRICA IS NOT A COUNTRY AND SYRIA IS UNDERGOING CIVIL WAR. CHOOSE BETTER EXAMPLES NEXT TIME.  Clash 1: What is the thesis of this clash? What will you prove?   * Why do countries behave in the way you claim? Why don’t they have incentives to develop sports locally where opportunity exists? Why does your side achieve this? * Has this been a clash in this debate for you to make it a clash? I would argue the clashes are on the nature of the Olympics, and where sports is better. * The weighing is introduced in the middle of the clash, rather than at the end. You also haven’t finished proving why your side helps them. * Why isn’t it about representation? Daryl gives reasons as to why the Olympics is about national representation, as opposed to other competitions - you need to engage with this directly. See the POI he asks you. * This clash gets pretty repetitive; you also only have ONE clash!   We have to ask POIs!  05:17 | | | | | | |

| **Student Name:** Bernard Chong |
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| **Motion**: This house would remove the Olympic quota system |
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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 |
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| 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: | 68 | | | | | |
| 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:  Why would it be chaos? You need to be more mindful of your opening and pay attention to the point you want to make. What is the purpose of the opening you have now?  Just one clash? You need to have two clashes - and you need to give me the NAMES of the clashes.  Rebuttal - you cannot have a large number of rebuttals and then start clashes. Your rebuttal must be incorporated into the CLASHES.   * It is an overclaim to say that this promotes cooperation to the extent of North Korea; is this true?   There are two clashes in this debate. On the nature of Olympics, and where sports is better.   * Is this an evolved response to Prop? Or are we repeating what 2O said re a minimum level of quality being maintained? This is also a first level response. You need to tell me why even if the level of quality is low than what could be - which is true - you prefer it. Justify this trade off.   We keep moving from issue to issue; you need to start recording your speeches and listening them back and considering what the structure and flow is. What do you **need** to respond to, and what are you responding to at the moment?  POI - cut them off if they go over fifteen seconds!  You need to unpack the origins of the Olympics + why it is this way; why the purpose is distinct from other sporting competitions; it is about national competition and the singular best person in the nation; there are individual sporting championships for this distinct purpose. Justify why this is the way it should be; give me an example of what this looks like! Explain how it is about participation - and that when the competition starts, it becomes about the qualified athletes that exist.  I think you need to unpack who suffers in Proposition’s world and why; which countries cannot compete with others and why? Why is there such a disparity or gap in competition; do they have an incentive to develop or fund sports in a world where they do not have this quota at the Olympics?  What new responses did we add in this speech?  We have to ask POIs! We didn’t ask a single POI today.  05:17 | | | | | | |