| **Student Name:** Natalie Ng |
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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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 5-7 minutes long!]  Speaking time: 05:01.66, good work!   * Nice hook Natalie! Try to tell me immediately as to why standardised testing cannot fully reflect a student's progress. Is it because it tends to be more occupied with grades and set answers? * Set-up; I like the general description of the policy you gave. I think you need to make sure that you are actively giving me all the mini details of the policy; like for example, how often would students be assessed and how might they get assessed? * Nice example, but make sure that you focus on the logic first! This means that you gotta give me three to four reasons as to why you’re true first - then use the example to illustrate your point! * Remember it’s not so much about topics and subjects; it’s about the type of work they do for each topic! * Good explanation for why PBL is good; really good in fact! Try to make sure that you are doing the comparison to the standardised testing in that middle argument next time. * I think you could do a bit more storytelling here for why your argument is true; for example, maybe you could tell me about what the world looks like first! E.g., are we living in a world where AI is getting stronger and thus we need to make sure that we have more soft skills etc to get a job? * Good flow today! Good signposting! Big improvements all around, well done! | | | | | | |