| **Student Name:** Alex Zhu |
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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: | 71 | | | | | |
| 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:**  [NOTE: Today’s speeches are 6 minutes’ long.]  There’s a big tension with you immediately defending tests! If you are anti-standardised tests, don’t make sweeping exceptions, otherwise you end up undercutting your own case pertaining to the harms of standardised tests.   * You need to nuance what would be the difference between your version of tests and theirs! It isn’t clear how the harms don’t equally apply to you.   + In response to the POI, it became even more confusing on still getting a grade, but the grade just not being in the report card.   Good clarification that a lot of the core subjects are still being taught in Prop, conclude clearly that this takes out a lot of Opp’s arguments about protecting the future of students and teaching them the more important subjects.   * Highlight as well that if Prop proves that students learn much better under holistic learning, then you get to co-opt the final outcome of a better future.   It isn’t clear why things like focusing on creative intelligence is something that can only be done under holistic learning!   * Don’t traditional schools also teach the arts?   + We need to actively point out what are the unique attributes of holistic learning.   I appreciate the incorporation of the diversity of the student body, but try to use structured analysis and explain what TYPE of students would fail under these traditional education systems.   * E.g. Some students have different aptitudes and intelligences, and they do not thrive under logical/STEM-based appreciation in traditional schools.   + Then expand how holistic learning puts emphasis on social intelligence such as the ability to communicate. * E.g. Some students have learning disabilities that make it difficult for them to perform during academic tests.   Try to expand the macro-impacts to the role of schools and the future of these students.  Good job offering POIs!  7.00 - Please watch the time! | | | | | | |