| **Student Name:** Chester Tam |
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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: | 70.5 | | | | | |
| 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:**  [NOTE: Today’s speeches are 6 minutes’ long.]  Clear hook on focusing on core subjects are better than holistic learning, but we need to immediately expand why that is the case.  Before the first rebuttal, do the counter set-up first!   * Explain that traditional schools can also incorporate all the diverse forms of learning that the Proposition wanted, such as teaching them social skills and the arts. * Point out that we can reduce bad teaching methods, such as teaching to the test. These are flaws associated with bad teaching, it’s not an inherent flaw of standardised testing. * We need a clear burden/metric as well on what is the end goal of education.   Good pushback that measuring progress is valuable, however, a lot of these things are actively constructive parts of your case that defends the use of standardised testing!   * Your rebuttals should be deconstructing their case without having to repeat any of their arguments.   Clear use of reasoning that these are easy ways to monitor improvement and provide more assistance, however, can we explain why teachers would be completely defunct in a holistic learning system?   * We should spend time characterising that teachers here will pay less attention to the students, and why it’s difficult to measure progress without numbers.   There are some intuition pumps being used on why core subjects are more important, but the reasoning is not said explicitly!   * It isn’t clear why holistic learning schools would not teach students to speak and read English, Proposition pointed out that core subjects are still being taught. * We finally mentioned later on that this is about getting into a good university and building a good future, we need to explicitly reason why the role of schools ought to be about giving students a better future instead.   Please offer more POIs to the speaker right before you as well.  6.27 - Good timing this time! Well done! | | | | | | |