| **Student Name:** Isabella Chau |
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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.]  I like that the hook comprises both clarity and impact, we can focus a lot more on that specific loss of meaning of education!  On the set-up:   * Nice use of examples to explain the focal points of holistic learning. * When we mentioned that core subjects still exist, actively emphasise the differences would be the absence of grading and frequent testing. Clarify then how else would the Proposition gauge if learning objectives have been fulfilled.   + We should make a clear set of differences on the methods used to learn in holistic learning vs traditional schools. * We need a clear burden/metric as well on what is the end goal of education.   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.   On having more choices, we should expand what this does to the morale and progress of learning.   * We eventually said this in the argument later on, good job!   Try to avoid using the methodology of having a floating characterisation BEFORE your arguments, just incorporate into the premises of your argument!  A lot of the benefits are in abstract theory, we need to ground why there was a specific problem to begin with!   * I.e. Before we argued about motivation, was there a problem with students lacking motivation under a standardised system? * I.e. Before we argued about diversity, was there a specific kind of student we are churning out who did not know how to focus on soft skills and critical thinking? How did this impact their 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? * Our uniqueness needs to be in opposition to standardised testing!   Try to expand the macro-impacts to the role of schools and the future of these students.  Please offer more POIs!!  6.00 | | | | | | |