| **Student Name:** Melody |
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| 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 child of that level. | | | | | | |
| Teacher comments:  The speech length for today’s class is four minutes.   * You need to specify exactly how holistic learning removes the stress associated with the exams. * You have a lot of pauses, especially in the first part of your speech when you are doing rebuttals. * You need to maintain consistent eye contact with your audience. * Nice work on explaining that a large part of test questions will never be applicable in the real world. Try to explain how you can also provide incentives in holistic learning. * You need more work to explain how standardized testing comes with other components as well like family pressure and other things.   4:20 | | | | | | |

| **Student Name:** Ashley Hui |
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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 child of that level. | | | | | | |
| Teacher comments:  The speech length for today’s class is four minutes.   * Nice work on explaining that students are trapped in a cycle where they are always stressed by the burdens of studying. Try to link these problems to tests and exams and show why these are not specific to learning in general. * When you explain that exams stress out students significantly, try to also show why this doesn’t help them learn as well. For example, explain what kind of things they will learn and why that is not long term. Like memorizing stuff that you will forget soon. * Good work on explaining that students self-determine their level based on the results they get. * Try to characterize holistic learning a little bit more. Explain how you will still get qualitative feedback as well. Talk about how you learn to collaborate and work together on projects. * Good work on explaining how taking the pressure out of exams will allow students to have more fun. You need to link this to why students will continue to work hard. * 3:58 | | | | | | |

| **Student Name:** Henry |
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| THW replace standardised testing with holistic learning. |
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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 |
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| Teacher comments:  The speech length for today’s class is four minutes.   * We need a better hook. It is better to challenge the mechanics of holistic learning instead of feasibility. Because the proposition usually gets a fiat to say that this will be applied in the real world. * Nice work on explaining that it is very difficult to check if students are actually learning without standardized testing. * This debate is not whether you teach the dissection to kids, it is on whether you offer them exams as a way to get to a higher class. * Good work on explaining that scores can motivate students to study harder. * Explain the impact of standardized testing on teachers as well. How teachers have to be proactive to showcase their performance as well in this model and how that is not possible with other forms of learning. * You have several repetitions in your speech - especially in the middle of your speech. * 4:30 | | | | | | |

| **Student Name:** Louca Bimar |
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| 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 |
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| 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:  The speech length for today’s class is four minutes.   * You want to create a more emotive hook. * Nice work on identifying that a more direct way of understanding a student’s abilities are through test scores. * You want to explain exactly why standardized testing is scientific. Try to explain what processes teachers have to go through to prepare these exams, to grade students and to support students to study for these. * Nice identification of ideas from the other side but we need much more reasons to disprove the idea from the other side. For example, competition can be good or bad. Explain multiple mechanisms to show how competition for grades allows students to acquire certain sets of skills they wouldn’t get from other sides. * You need to explain how holistic learning adds additional pressure on students and allows subjective interpretation of teachers to take over instead of an objective evaluation on standardized tests.   4:02 | | | | | | |