| **Student Name:** Selina Ke |
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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 child of that level. | | | | | | |
| Teacher comments:   * Nice identification of ideas from the other side. When you explain, holistic learning can cause more pressure - just explain how there are now more things that you have to worry about. * Good illustration that students will find a lot of this system overwhelming. * There is a bit of disconnect between your ideas and your conclusion. Try to add more mechanics to prove your ideas. * Good work on explaining that the reasons for a lot of pressure parents put on their kids have nothing to do with the nature of standardized tests. * Minimize the casual laughter in your speech. * 4:10 | | | | | | |

| **Student Name:** Aliana |
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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 |
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| Teacher comments:   * We need a better hook. * We need to minimize an informal way to engage with the other side - try to be more structured in your response. * Nice attempt to bring out alternatives to holistic learning becoming a sole criteria. But we need a much clearer characterization of what these alternatives are and how different students will benefit from this. * You need to defend standardized testing majorly - try to explain exactly how standardized testing is highly scientific. Try to explain that you can still test them on a range of skills. * While you are identifying a lot of skills associated with holistic learning - you are not able to challenge them sufficiently. * 4:30 | | | | | | |

| **Student Name:** Jacky |
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| 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 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:   * Nice work on explaining that there is a disconnect between what you test and what is actually helpful in real life. Try to explain exactly how holistic learning addresses this. * You want to explain what holistic learning exactly is and what standardized testing is. * You also want to work on a model for your side. Model is a step by step plan on how you can execute your side of the debate. * Good work on explaining that grades are not able to sufficiently capture things like communication and other aspects. * Try to minimize the pauses in your speech. * 2:45 | | | | | | |

| **Student Name:** Marcel |
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| Teacher comments:   * Nice work on explaining the nature of tests and the overall amount of stress that comes with those tests. * When you respond to a POI - try to avoid giving just one phrase or one reason. Explain that as well. * Your identification of tiger parenting is correct but you need to explain when you have holistic learning - you want to explain why parents' incentives will change here. * Try not to discuss only the abusive parents in this debate. * 3:23 | | | | | | |

| **Student Name:** Evelynne |
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| 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’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:   * Try not to start your hook with “Imagine”. This is overused. * Try to maintain eye contact with your audience while you speak. * Nice work on explaining that it is easy to measure the results in standardized testing. Try to explain exactly how these tests are designed and why these are scientific. * Try to speak for longer. * 1:20 | | | | | | |

| **Student Name:** Rachel |
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| Teacher comments:   * Nice attempt at coming up with a hook but you need to align it with the objective in your motion. Try to show the problem in the world specifically caused by standardized testing. * You want to explain what exactly happens when you evaluate using holistic learning and why children have larger chances of success. * You want to characterize people as having diverse skills and explain exactly how holistic learning can test these things. * Nice work on explaining that standardized testing does not have that many collaborative activities. Explain why you can’t build that into standardized testing. * Try to structure your ideas more properly. And minimize the casual remarks in your speech. * 2:55 | | | | | | |