| **Student Name:** Anthony |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: |  | | | | | |
| 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:   * Try not to pause in the middle of your first sentence. Shows reduced confidence. * Good work on explaining that lack of tests can make students less stressed. * You need to explain exactly what holistic learning is and how that helps to measure the abilities of the kids. * Nice identification that some parents that are abusive might harm children based on exams. * While it is a good identification that you can collaborate in projects, it can still get challenging and difficult. Try to show how it can help you navigate the economic environment. * You cannot rebuttal the other side by agreeing to their claims. You need to deconstruct their ideas. Show why their logic doesn’t work or why the impacts on their side are bad. * 4:31 | | | | | | |

| **Student Name:** Jamie |
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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 |
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| Competition Score: |  | | | | | |
| 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:   * Try to speak in a consistent volume. * Good work on explaining that certain classrooms don’t offer education in a proper way to students. However, you need to explain how your solution solves it. * This debate is not about word documents only - it is more about projects to solve a range of problems that help you in the world. * Try to highlight the problems with standardized testing. Try to explain exactly how it harms students. For example, how are grades calculated? How does that affect a kid's future and mental health? * Nice work on explaining that normal tests won’t be able to cover every aspect of a kid’s talent. * Try to also explain how project works are adapted to changing the economic environment. * Standardized testing is not only multiple choice questions. * Try to minimize the fluff in your speech. Only speak about relevant ideas in your debate.   4:00 | | | | | | |

| **Student Name:** Albert |
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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 |
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| Competition Score: |  | | | | | |
| 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:   * We need a better hook. Try not to pause in the first sentence of your speech. * While your identification that standardized testing is easier to measure is correct - explain exactly how this links to the teacher's understanding of a student's ability. * Good work on explaining that you are better able to assess yourself comparatively when you have tests. Try to explain why these types of comparisons are good. Maybe explain how this motivates students to work hard or improve. * Your context of discriminatory prioritization of projects can happen in the exam as well. As the exam questions are subjective and can also be selectively prioritised. Explain that these exams have to be in line with curriculum and teaching - making this better for students to prepare on. * We need more fluidity in our sentences. Try to minimize more frequent pauses. * Nice work on explaining that you can outsource your efforts to others. Try to explain how standardized testing mitigates these kinds of harms. Explain how there is a process to designing and checking these tests. * Try to also deal with the harms of tests like - the stress surrounding the test.   6:50 | | | | | | |