| **Student Name:** Chloe Lit |
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| **Motion**: This house would 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:  Rather than just saying it creates unnecessary stress, illustrate how significant of a problem this is! We need to spend time building a problem characterisation that demonstrates how truly needed this intervention and change is.  Set-up   * Clear explanation of how the world shifts in your world. Clear establishment of the problem characterisation, even though we’re skimming over this slightly. * What are our burdens? What does Opp need to prove to win?   Argument 1   * Good work establishing how students feel; explain why this is likely to be the majority of cases, as opposed to this being a small number, or small problem. * Is it true that a good score makes students complement? Are we analysing why and how this is likely to occur? * Why is this feedback meaningful; explain how students interact with numbers, as opposed to written comments. How does it change the way in which they approach school? * What is the impact of this? Flesh out why this change in mindset is so valuable, both in the short term and long term!   Argument 2   * Good thesis and explanation up top; we should analyse the skills the standardised tests test - for instance memory, which we have limited control over. Can someone increase their capacity to memorise significantly? * Good link to the purpose of education.   Let’s use more hand gestures, and present a more confident body language - we’re largely standing at attention for most of our speech!  04:04  We need to ask POIs - consistently! | | | | | | |

| **Student Name:** Yu Bo Peng |
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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:  In the opening, we need to illustrate why it is going to be students taking it easy. This is assertive at present. Unpack this! Good work clearly establishing your strategy up top!  Set-up   * Did we have to define holistic learning? * Our strategy is too soft-line; we’re dodging our burden of defending a prominent use of standardised testing. I think the way to make our life easier is to claim that standardised testing will always be the final check, but during the year, we can focus more and more on holistic learning.   Rebuttal   * Why are students going to behave in the way you claim? We assert they are motivated by specific things, rather than unpacking WHY this is true. * We need to engage with both arguments, and explain why they are wrong.   Argument 1   * Clear direction established up top. * Good work linking the real world to this, in terms of simulation. Why is the purpose of school to prepare you for the real world, as opposed to ensuring your holistic learning/explain why your side fulfils the purpose of school in a more multi-faceted manner.   Argument 2   * Jay is correct, our arguments are broadly the same. * Don’t end sentences with ‘yeah’   We need to ask POIs - consistently!  04:16 | | | | | | |

| **Student Name:** Jennie Jung |
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| **Motion**: This house would 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:  Our opening should directly engage with the speaker before us! We need to explain why the other side doesn’t solve the mental health crisis with their counter-model, as opposed to connecting our hook to our own argument down the line. If we don’t update our hook to match the needs of the debate, our speech sounds redundant and pre-written.  Rebuttal   * We should number their contributions and our responses; for instance, Opposition tells us 3 things; the first thing they tell us is that they access the benefits of holistic learning; this isn’t true because…; and make your way through the rebuttals in this more structured manner. * Good on comparison! Explain how this makes ranking and hierarchy inherent in school. We also need to explain why students internalise this in this way, as opposed to being able to engage with the scores reasonably. Is it that students are also told that their academic performance is a reflection of their self-worth? We have to establish why and how standardised testing perpetuates this kind of belief system. We do repeat the response on ranking slightly more than we should.   We’re missing a second speaker argument! If we had an argument, which we ran for 1-2 minutes, we would have easily hit 4!  03:01  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Verena Wong |
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| **Motion**: This house would 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:  Our strategy is too soft-line; we’re dodging our burden of defending a prominent use of standardised testing. I think the way to make our life easier is to claim that standardised testing will always be the final check, but during the year, we can focus more and more on holistic learning. Our opening should ideally be reflective of the speech prior to us, and the way the debate has shifted prior to our speech. For instance, on rankings and internalising your scores as self-worth and esteem; explain why this is unlikely to be the case - and that they are not engaging with your 1st speaker.  Rebuttal   * We point out that they say this will be stressful and bad for mental health - rather than challenging whether students buy into this and believe that their ranking is their self-worth, we say - ah stress is good though. You aren’t engaging with the claim, just counter-asserting an outcome. You have to unpack how students think and why their behaviour is likely to be the way you claim - that they take motivation from stress on your side. * Why are students going to behave in the way you claim? We assert they are motivated by specific things, rather than unpacking WHY this is true.   Argument 1   * Why is this true? Why and how do they get motivated? Are we explaining why this happens at all? Why will they learn how to balance in this way. We assert - this system kicks into place - these benefits happen, without explaining HOW these benefits occur. The step by step analysis is missing. * Explain why your side fulfils the purpose of school in a more multi-faceted manner.   Verena, our analysis needs to be more focused on proving what we are saying. Our speech is just asserting benefit and harm.  04:57  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion**: This house would 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:  Why are we reading our speech out? You have to make eye contact, and deliver this as a speech, not a reading exercise. We’re also speaking far too softly.  Don’t start with your clashes being read out. Start with a hook, then signpost. Your rebuttal should be given in the form of clashes; who wins each clash - wins the debate. Within the clash, highlight their contributions on an issue - rebut these, explain why your side is better.  Despite naming clashes, we just end up doing speaker by speaker rebuttal at the start - incorporate all of this into the clash instead!  Clash 1   * We should number their contributions and our responses; for instance, Opposition tells us 3 things on this; the first thing they tell us is that they access the benefits of holistic learning; this isn’t true because…; and make your way through the rebuttals in this more structured manner. * On motivation - ask whether or not students will actually behave in this way; they just assert - you look at a number and get motivation. Do they ever explain this? Then - explain how your side is more motivating through what you say with regards with to stress.   Clash 2   * Is this deeply different from what you are talking about in the first clash? * Explain how this makes ranking and hierarchy inherent in school. We also need to explain why students internalise this in this way, as opposed to being able to engage with the scores reasonably. Is it that students are also told that their academic performance is a reflection of their self-worth? We have to establish why and how standardised testing perpetuates this kind of belief system. We do repeat the response on ranking slightly more than we should.   03:22 - we need to hit 4!  We need to ask POIs consistently! | | | | | | |