| **Student Name:** Ivy Xu |
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| **Motion**: This house supports the widespread adoption of progressive education |
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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: | 68.5 | | | | | |
| 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:  You’re not making any eye contact in your opening. It’s also all too fast. You need to break up the flow of your speech with intentional pauses and stops. It’s all coming out in one breath. If you’re running out of air and having to pause, you’re managing your pace and syllables per second incorrectly.  Set-up   * Fair work identifying the problem with the status quo, but this gets pretty repetitive. You need to structure your set-up such that you’re not spending so much time characterising the stakes and numbers of tests with the status quo. * Too many likes, too many breaks - this is a result of going as fast as you do. Your brain cannot keep up and hence inserts a filler word.   Where was the transition between set-up and our first argument?  Argument 1   * POI: why are there so many likes in this response; ‘because like’ and ‘if you know what I mean’ should not be said. * Why are projects intrinsically different; presumably there are some deadlines. Why are these deadlines different or distinct from exams in any way? You need to approach the distinction between progressive and traditional education more systematically. * I think we want to explain why exams are such a big fixation. Why do we focus so much on them? Don’t just talk about general problems with exams, but how the values and norms in society mean that the structures and systems of traditional education are not recoverable. * Good connection to higher education. * What kinds of students do you help more? In what context is this likely implemented well? * Explain the value of coursework. We just say it is better; can you cram for it? Can you get tutoring that gives you all the answers to it?   You have a serious ‘like’ problem. You also need to vary your pace. It is too stable at the moment. You’re not stressing any points or words to highlight what is especially important.  Next time, record your speech and listen back to it - count the number of times you say like.  06:37  Ivy, why aren’t we asking POIs? | | | | | | |

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| Teacher comments:  Our opening is slower - which is good, but you speed up again. It is a very long sentence. The signposting is also very long, which means you speak super fast to get it out in one breath.  Set-up   * Good on what you do and don’t support. Justify why this is true. * Your set-up needs to be slow and clear, especially if you are specifying the stance. For instance, emphasise the ‘however’ or traits within progressive education your side is able to keep. * Large parts of set-up are being read out, with little to no eye contact because you can’t figure out what you have written down. * I don’t know why we have to go so in detail about what exactly our world looks like. We took nearly three minutes to get through all this - and because it was said so fast, the clear takeaways are still confusing.   Rebuttal   * The summary element of our rebuttal is too inefficiently worded; you’re also speaking in cursive! You string words together without a pause between individual words. SLOW DOWN. Your intonation should indicate when you are wrapping up rebuttal, rather than me being caught off guard. The transitions should be more natural.   Argument 1   * What is the thesis of this argument? * Characterising the underfunding of schools is a great opportunity to illustrate just how bad the system is; you read it out. You’re literally not making any eye contact and either bending down to look at the paper, or bringing it up closer to you. This gets better in bits and pieces, but overall indicates you are not fully sure what you have down. * When transition marking, slow down! Everything is coming at the same pace.   Why are you summarising your speech at the conclusion? Why did you need to tell me you did set-up and then rebuttal?  I think you should also point out that the pressures that come from Asian values are symmetric - parents now just focus on projects instead; explain why given this symmetrism, exams are better.  06:16 | | | | | | |

| **Student Name:** Gemma Yeung |
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| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 69 | | | | | |
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| Teacher comments:  This opening is a bit too fast; it also has too much preamble. If you’re going to talk about those who fall through the cracks - make this the focus; they neglect the worse off… you build up to it with too much extra fluff. You need to speak slower.  Characterisation   * Do we need to say unfair and uncharitable both? * Start by explaining why this is an unfair burden, rather than describing what they say, then describing the motion, and saying it doesn’t align. Give me the reason for why what you say is true, rather than demonstrating difference.   Rebuttal   * Your volume remains the same throughout, even if you introduce more emphasis than usual. * Fair on likely adoption. I think we need to explain why public schools are still going to be able to implement this properly, compared to what the other side says.   We jumped into our argument at 3, which is an odd comparison to 1O who spent this much on just set-up. We need to stop at the end of our responses and explain how all their arguments are out.  Argument 1   * Is this meaningfully different from what our first speaker said? I think you do a good job of pointing out the mental health crisis, build this up in greater detail! * I think we want to explain why exams are such a big fixation. Why do we focus so much on them? Don’t just talk about general problems with exams, but how the values and norms in society mean that the structures and systems of traditional education are not recoverable in any way. * We need to analyse the responsibility of schools and the state to these students. * We should explain how they are better off in the comparative; is it flexible learning pathways, having more autonomy? What is the mechanisation for this impact?   Too much of the second speaker argument has you fixating heavily on your notes. You need to write bigger so that you can see what you have written from your eyes when the paper is on the table.  06:11  I think we speak too loudly for most of our speech. We need to pay attention to volume in greater detail. | | | | | | |

| **Student Name:** Yeonseo Kim |
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| Competition Score: | 69.5 | | | | | |
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| Teacher comments:  Our volume in our opening was good, as was our pace and flow - but the actual content is too roundabout at the moment! Good response on symmetrism. In the opening, illustrate what the resource gap actually looks like through better packaging. We just say it as it is. I think we can analyse how a lack of structure actually hurts students rather than helping them; push them to defend the full range of options in the info-slide, rather than just having ‘projects’.  We sped up in signposting.  Rebuttal   * You aren’t modulating your tone. The tone remains throughout. You’re also eating some words. * Is it true that there is such a low standard at work? * Good on accessibility of resources. * Good on how tutors are symmetric. * Don’t say yapping!   POI: is this true re your boss?  Argument 1   * Good work structuring your characterisation. * I think you want to spell out the upshot of your characterisation before you characterise. I want to know what you’re trying to prove, rather than wonder what you’re doing. * Is the harm exclusive? Or will imposter syndrome always exist? * You’re speaking too fast here.   Conclude properly!  At least you weren’t angry today!  07:18 | | | | | | |

| **Student Name:** Kevin Hu |
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| Teacher comments:  What does this motion have to do with cars?  We didn’t make any eye contact for our entire opening. If your head is bent down and looking at the paper, how does this impact your stage presence?  Rebuttal  Pick ONE of these problems and break it down. Explain HOW traditional education's emphasis on high-stakes testing and competition can contribute to student stress and anxiety. Progressive education, with its focus on individualised learning, reduced emphasis on standardised tests, and more flexible assessment methods, can create a less stressful learning environment. This can lead to improved mental well-being and a greater sense of psychological safety for students.  Are we altering our pace, tone and volume? Are we using any hand gestures?  Too much of this speech has you fixating heavily on your notes. You need to write bigger so that you can see what you have written from your eyes when the paper is on the table.  The transition marking in your speech is slightly off; after your first response, I’m not sure what part of the speech we’ve gone into.  Why are elements of progressive education insufficient to achieve this outcome?  Don’t just talk about general problems with exams, but how the values and norms in society mean that the structures and systems of traditional education are not recoverable in any way.  Is this a comparison between vocational labour training and formal education? Or just different ways of teaching formal education? Why do developing countries have the capacity to implement this motion at scale? Is it even true that this debate occurs in developing countries? Is a widespread adoption occurring there?  Where were the clashes? The structure of this speech was very messy!  05:36 | | | | | | |