| **Student: Astrea** |
| --- |

| **Topic: That schools should make final exams an "open book" exam** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Nice hook and good work on signposting.** * **Good work on summarizing arguments at the top.** * **Nice work on explaining that memorizing the answers is not the same as understanding the question.** * **Good work on explaining that this type of exam reduces the study burden in the kids and makes them less pressurized.** * **Nice work on explaining that teachers will change the way in which they will test students in this type of exam.** * **Much better speech than the last time.**   **4:55** | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * **Let’s try to minimize the confusion in the middle of your speech.** * **We need a model or a plan for executing this policy.** * **You are not signposting individual arguments.** * **Link your argument about pressure to the stress and anxiety that students have about their exams.** * **Your argument about the future is not connected to the open book exam.** | |

| **Student: Alexis** |
| --- |

| **Topic: That schools should make final exams an "open book" exam** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Nice work on explaining that students are more likely to be lazy in their choices in exams.** * **Nice work on explaining that having an answer key will give students a false sense of security and won’t study.** * **Good illustration of how open book exams reduce the overall amount of time students invest in learning.** * **Nice work on explaining that students become too reliant on books.**   **4:20** | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * **Don’t rely too much on your notes.** * **In your rebuttal, don’t ask a question - disprove their claim.** * **Explain the role of effort specifically on memorizing the things in the book. Explain how important this knowledge is.** * **You want to explain why students are more likely to be lazy.** * **Try to use your hand gestures more often.** | |

| **Student: Elise** |
| --- |

| **Topic: That schools should make final exams an "open book" exam** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Nice identification to suggest that teachers will know that it is an open book and adjust the method based on that.** * **Nice identification of ideas from the other side.** * **Good vocal projection**   **3:09** | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * **Your hand gestures should not take away the attention from your content.** * **You had a lot of pauses in the middle of your speech.** * **We need to signpost more effectively in our speech.** * **You need to explain how exactly the open book exams are helping you understand new things.** | |

| **Student: Victor** |
| --- |

| **Topic: That schools should make final exams an "open book" exam** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Nice work on explaining that students are lazy and will choose a lazy choice.** * **Good work on trying to signpost.** * **Nice identification of ideas from the other side. And good work saying that you won’t have a book with you for a lot of your future opportunities.** * **Good work on explaining the role of school in all of this.** * **Nice work on transition to conclusion.** * **4:30** | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * **You don’t need to signpost, finally I will conclude at the top.** * **When you explain that you won’t have skills to complete the task in the future. Explain how the skill is linked to knowledge and you don’t have knowledge when you don’t memorize.** * **I think it will be strategic to explain how students will be super confused and more stressed when they don’t know what to study.** * **Try to minimize random pauses in the middle of your sentences.** | |

| **Student: Chester** |
| --- |

| **Topic: That schools should make final exams an "open book" exam** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Nice work on explaining how open book exams prepare you better for the future as you learn how to use the book.** * **Good work on explaining how teachers have more freedom to decide what questions to set.**   **1:49** | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * **Try to minimize the random pauses in your lines.** * **Try to maintain more direct eye contact with your audience.** * **You want to explain here more directly why teachers being more free to figure out the subject matter is a good thing.** | |

| **Student: Abigail** |
| --- |

| **Topic: That schools should make final exams an "open book" exam** |
| --- |

**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * **Nice work on explaining how open book exams also requires some complex work.** * **Nice work on dividing your speech into clashes.** * **Good work on explaining how memorizing makes the knowledge usable in the future.** * **Nice work on explaining how open book exams cause more stress.**   **2:55** | |
| --- | --- | --- |
| **What part of my speech NEEDS IMPROVEMENT?** | * **Try to speak a little bit faster and louder** * **You want to explain why trickier and complex questions is not good.** * **Try to challenge the idea that even good and interested students won’t get the fullest experience with open book exams.** | |