| **Student Name:** Melody |
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| **Motion**: This house supports academic tracking and streaming in schools |
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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:  The speech length for today’s class is four minutes.   * You can try to use more than one sentence in our hook. * Nice work on explaining that students can benefit from a correct assessment of their abilities. * Nice work on explaining that teachers try to best to achieve best possible outcomes for students and streaming allows them to do that. * Nice work on the responses. But you need to add multiple reasons while attacking the logic on the other side. * When you explain that students understand the academic level properly, show the importance of this assessment. * Your impacts of getting a job and other benefits are not linked properly to a class where streaming creates the divisions of the classroom. * 3:16 | | | | | | |

| **Student Name:** Ashley Hui |
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| **Motion**: This house supports academic tracking and streaming in schools |
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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:  The speech length for today’s class is four minutes.   * Nice work on explaining how streaming requires a lot of redirection of funds and staff to help specific classes. * Nice alternatives in the form of redirection of funds to worksheets and counselling. * Minimize the use of informal remarks in your speech. * Try to ask POIs to other speakers in the debate. * Nice illustration that we will also have higher expectations that come after this streaming which makes the situation worse for them. * You need to prove just because students know what level they are at - they won’t be able to improve. Try to also show how these grades are subjective and how there are other ways for you to assess and help them make strategic interventions. * Nice work on explaining how teachers and assistants can help these kids learn. * Nice transition to conclusion - but you have to try to minimize confusions during transition. * 4:50 | | | | | | |

| **Student Name:** Jennie |
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| **Motion**: This house supports academic tracking and streaming in schools |
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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:  The speech length for today’s class is four minutes.   * In your hook, when you say students have more energy when you group students based on their prowess - this needs more mechanics. * Try to speak louder and with more authority. * We need to follow a typical structure for the first speaker’s speech. * Good work on explaining that it is easier for teachers to understand the ability of each individual and then adapt teaching accordingly. * When you explain that teachers won’t have any favorites, they might still have a favorite class and less favorite class. So, try to explain why the learning will still be better and teachers won’t underprioritize that class. * We need a lot more structure in our ideas. I can’t see where you defined words in the motion, explained how this situation plays out and how that change is different from the status quo. * Your explanation of mental health harms to students like sadness and depression needs more grounding.   4:30 | | | | | | |

| **Student Name:** Henry |
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| **Motion**: This house supports academic tracking and streaming in schools |
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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:  The speech length for today’s class is three minutes.   * While your analysis of the situation that students are in is correct - it is difficult to see how it is linked to this system of streaming. * Try to minimise the amount of pauses in your speech. * Good work on identification of ideas from the other side. And nice work pointing out the problem in the model. * When you explain there will be different maturity levels even amongst similarly able students - try to explain why this is bad. * You are repeating the issue about mental health many times. Try to explain ideas in detail a little bit faster. We need better reasoning. * Most of your explanation of the problem hasn’t been linked to the idea of streaming or tracking at all.   5:00 | | | | | | |

| **Student Name:** Louca Bimar |
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| **Motion**: This house supports academic tracking and streaming in schools |
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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:  The speech length for today’s class is four minutes.   * Good work on explaining that the practice of streaming is quite common in top schools all around the world. * Nice identification that there is a disconnection between student creativity and streaming as that mechanics is not proven in the debate. * You need to use multiple reasons to deconstruct claims from the other side. * Try to explain how streaming allows certain kinds of realignments in the school system to make teaching a better experience in the debate. * As a third speaker, you should not have an independent argument. Try to frame that as a rebuttal if you want to add your analysis. * Nice work on explaining that students will have necessary data points to understand if they are improving. Here, we need to know - just because they know their current status, they will be able to improve. * Good work on mitigation of a lot of harms from the other side. * When you explain parents will intervene when you have a specific grade, try to give reasons to suggest why they will act positively. Explain here why they love their kids and also care about their future and thus show how this puts them in a position to make best decisions about their future.   5:20 | | | | | | |

| **Student Name:** Evelynne |
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| **Motion**: This house supports academic tracking and streaming in schools |
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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:  The speech length for today’s class is three minutes.   * Nice work on explaining that school is a critical place for students. I still need you to link this to academic tracking and streaming. * Try to maintain eye contact with your audience and try to speak louder as well. * Good work on explaining that different groups of students can try to prioritize different methods of learning depending on their strengths and weaknesses. * When you explain you need to know grades - try to show why. * We also need to compare our impacts a little bit more. * Good work on explaining the reasons for bad grades. But I still am not linking the idea of streaming to these impacts. * 2:17 | | | | | | |

| **Student Name:** Natalie |
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| **Motion**: This house supports academic tracking and streaming in schools |
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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:  The speech length for today’s class is three minutes.   * Nice work on explaining that students will not group the students in a proper way. You need to link this to the disconnect between school’s preference and student’s abilities. * Good work on explaining the student motivation and how this depreciates when you are assigned to a class with students who performed well. Try to link this to their future education. Try to challenge the analysis that this class is taught more properly by the teachers. * When you say that you will still guide students without tracking - explain what kind of qualitative feedback you will utilize. Also explain how teachers will still keep internal tracking metrics and how they will still try to personalize learning. * Try to explain how students who perform good will also learn from other students that are not performing good. * You want to maintain eye contact with your audience.   3:30 | | | | | | |