| **Student Name:** Evelynne Gan |
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| **Motion:** This house will pay teachers according to their performance |
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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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are between 4 to 5 minutes’ long!]  I appreciate the hook imagining the best case scenario, we can be even impactful and explain why this does not happen in the status quo today.  Don’t forget to signpost the entirety of your speech after the hook.  I like the rebuttal that the teacher’s personality and performance in class could matter even more! Point out that many teachers with fancy degrees actually do not have good teaching performance, and they could put in lower effort in class.   * Conclude then that the Opposition still has to defend paying low-performance teachers more than high-performance teachers.   We should also rebut his actual argument on why the policy actually punishes teachers who have been sent to ‘difficult’ schools where there are too many students, too few teachers and too little funding so teachers aren’t actually responsible for the low student performance.  Good analysis that teachers putting in more effort would lead to better quality teaching and engaging curriculum.   * Before we explain the benefit, could we spend more time explaining why there is a problem of low-performance teachers?   + Bear in mind as well that the Opposition has proposed to fire low-performance teachers, as well as a different incentive to improve performance, so we have to be more engaging with their counter-solution.   Aside from mentioning that students will learn more, we need to spend more time actually showing how far this impact goes.   * How does this apply to difficult subjects? * How will this improve their future? * In future debates, remember that we need to expand the severity of the impact in order to complete the impact analysis.   You don’t have to take the POI as soon as it’s offered, make him wait a little bit.   * Please offer more POIs in the debate!   4.22 - So close to 5 minutes! Wait for the bell cue. | | | | | | |