| **Student Name:** Melissa Leung |
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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.  We skipped the case set-up today! Don’t forget to propose what we have discussed in class:   * We defined what is improved performance, and what is the rate of payment.   + Our plan of action is super important for the clarity of the debate and to help us achieve the outcomes we have highlighted below.   On being more confident in their teaching ability, it isn’t clear why this is uniquely related to the policy of paying more.   * Why aren’t there other ways for teachers to gauge if their performance is improving? * What is the value of confidence in the classroom?   On improving the quality of teaching:   * We need to start with the problem first. Why is there a problem with low-quality teaching? * We have to analyse the role that teachers play in helping their students learn better in class. What are the things they can do to make sure students learn better? * 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 the future, we need to spend at least one minute on each argument. Instead of 5-6 sentences, each argument should have roughly 30-35 sentences.   * Spend time explaining many lines of reasoning as to why your claim is both true and important.   Please offer more POIs in the debate!  2.15 - We are very under-timed, try to aim for 3 minutes the next time around. | | | | | | |