| **Student Name:** Maddie |
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| **Motion:** THBT students feedback and evaluations should be the sole criteria to retain a teachers employment |
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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 a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 05:01:56, nice!   * Nice hook! (Though try to avoid the H word though - I will let it slide this time since it was a good usage of the word.) * Make sure that you are signposting! For example, tell me when you are heading into your policy, etc. * Good policy set-up! * You might want to start by telling me what is wrong with the current methods of retaining a teacher; why should things like personality and or demeanour be taken into account when someone is still doing their professional duties? (E.g., a mean teacher can still be a very capable teacher in terms of marking, etc.) * Good use of personal examples! * Try to make sure that you are explaining how things change with this feedback. I know it might seem obvious in this context, but it may not be so clear to the judge! Plus, there is a possibility of the Opposition hurting you by saying that this causes teachers to not want to discipline students anymore. * Be sure to push the Opposition to defend a harder burden! Put your opponents on the defensive.   Speaking time: | | | | | | |

| **Student Name:** Ari |
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| **Motion:** THBT students feedback and evaluations should be the sole criteria to retain a teachers employment |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 05:11.77, good work!   * Good hook! I thought your hook really captured the issue at hand very well. * I think you want to attack the details of the proposition; they said that they wouldn’t take random reasons. Could you think of any reason for why people might be able to get a teacher dismissed for an illegitimate reason? * Good control of the room! Try not to take a POI immediately when your opponent offers one. * Good focus on poorer schools! Try to tell me why it is likely to be the case that teachers will be fired in this situation; are the students and or parents in this area a lot more difficult to deal with? * Make sure that you layer your arguments with the CREI formula (Claim - Reasoning - Evidence - Impact) and that you are signposting actively as you are moving through each layer! * Try to tell me why it is plausible for a teacher to be fired for being mean; why is this a bad thing anyway? * Good rhetoric Ari! Keep up this energy. | | | | | | |

| **Student Name:** Aria |
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| **Motion:** THBT students feedback and evaluations should be the sole criteria to retain a teachers employment |
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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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:  Speaking time: 05:20.42, good work!   * Nice hook! Try to make sure that people understand that your story is not unique; a lot of other kids probably have similar stories too! * You might want to begin by telling me why the system currently does not account for bad teachers; is it because children are not taken seriously? Why so? * Try to make sure that your rebuttals take into account the best case of the Opposition; the best case of the Opposition is that good teachers that are harsh get fired. How might you deal with this? * Try not to take a POI in the middle of your sentence! * I think currently students can already report bad teachers - how does your system change things? Is it the case that we now need to value student feedback more? Why is that the right thing to do? * Try to focus on proving the underlying assumptions of your arguments! (This is linked to the above comment.) * Good stakeholder analysis! | | | | | | |

| **Student Name:** Kyle |
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| **Motion:** THBT students feedback and evaluations should be the sole criteria to retain a teachers employment |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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:  Speaking time: 05:54.71, good work!   * Try not to use too many imagine if hooks! Firstly I can imagine being a teacher. Secondly, tell me what I should think! * Why will students' feedback be likely to be bad? Try to tell me what the incentives of a student are likely to be. * When you suggested that a good teacher may end up getting fired, why is that so? This seems a bit unreasonable in the context of what has been said in the debate! * Try to make sure that you aren’t holding on to your book/paper when you’re speaking! You gotta make sure that both hands remain free for gestures! * Try not to take POI in the middle of your POI! * Try not to admit that you don’t know if something is wrong! Especially if you just spent the past few minutes proving what you said you didn’t know about. * Why are adults more likely to be able to reasonably assess a teacher compared to a student? * Try not to use too many analogies! | | | | | | |

| **Student Name:** Tania |
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| **Motion:** THBT students feedback and evaluations should be the sole criteria to retain a teachers employment |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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 |
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| 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:  Speaking time: 0519.48, good work!   * Good hook! Try to make sure that you show me how normal your experience is. * Good clarity! * You can also go further in your rebuttal to tell me how it is the case that people will likely be able to tell if someone is lying or not about a teacher. Most classrooms already have cameras, etc that can be used to protect a teacher! * Good analysis on parents not having first hand experience; you can take this further to say that this is one of the reasons for why people need to be hired solely on their feedback basis - because adults don’t believe the children anyway! * Try to explain what these processes are before a teacher gets fired! * Good hand gestures! * Remember to address the most important point of the other side; the other side did talk about how poorer schools might be severely impacted! * Good signposting! * Good argument re:teachers abilities and feedback! | | | | | | |

| **Student Name:** Sonja |
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| **Motion:** TH supports the usage of video games as an educational tool in schools |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
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| 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 |
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| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:  Speaking time: 03:31.13, good work!   * Nice start to the speech! Keep your composure though. Don’t get thrown off! * Try to make sure that you are arranging your speeches into segments; for instance, I don’t think it was necessary to explain that children need engagement in schools - this was already quite well proven! * How does having video games in schools make the issue of a lack of attention worse? Make sure you characterise this for me! * This debate is about probabilities; on nett, why are video games so distracting to the point where people don't listen? Give me the specific reasons here for why this is true! * Try to give me the impacts of competitiveness; does it relegate students to being in the lower tier, etc? * You are allowed to give me your own takes on why you are more correct - that is fine! You only cannot bring up things that are completely new. | | | | | | |

| **Student Name:** Maddie |
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| **Motion:** TH supports the usage of video games as an educational tool in schools |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
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| 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 |
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| Teacher comments:  Speaking time: 03:48.04, good work!   * Solid dramatism! Especially with the hook. I appreciate that you immediately focused on engagement. Try to explain why engagement is the most important thing for me to consider in this debate! * I appreciate that competitiveness could help people learn better; but the other side did give us quite a few reasons for why this isn’t the case. I think you need to make sure you start by destroying these arguments first and then moving on to why your arguments are so much more believable. * Why do they (the other side) create unengaged students? Because the alternative to video games is not neccessarily one hour long lectures! That comes off as convenient. * I think you need to answer the why of your content more; for example, each of the things you said for why you won the clash is fair, but I need far more detail for why these things are true. For example, why is time being saved in your world? | | | | | | |