| **Student Name:** Jacky |
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| **Motion**: This house believes that student evaluations and feedback should be the sole criteria for retaining a teacher’s 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 |
| Competition Score: | 71 | | | | | |
| 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:   * I like the hook! Could be a lot more impactful if the tone was more assertive I think. Don’t repeat the motion! Just move into your signposting. * Good modelling! Especially the review system. * I think you could really benefit from vocal contrasts! You need to make sure that you are really projecting your voice and moving your hands. * I get that a lot of students are probably logical - but you gotta prove this! Why is the average student likely to be logical and fair to their students? * You might want to argue that students have some good capacity to understand what makes a student good or bad - this might make it easier for me to believe that students will be reasonable. * You wanna go through a lot more impacts; e.g., when you suggested that students can do pretty well and can understand what makes a teacher good, what does this do for their learning experience, etc? * You can also run some different outcomes for the teachers - perhaps now they go for more training, etc. This is all beneficial as it increases their teaching abilities!   Speaking time: 07:49.66, good job! | | | | | | |

| **Student Name:** Davian |
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| **Motion**: This house believes that student evaluations and feedback should be the sole criteria for retaining a teacher’s 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 |
| Competition Score: | 70 | | | | | |
| 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:   * Nice hook! Very sharp observations of the other side. You wanna keep an eye on the time though; you entered definitions at 0:50! * You don’t need to do definitions if you agree with the definitions of the other side! * Alternative: Other evaluation measures are a bit too vague. The rest of the other factors were fine, you could just say we will judge teachers in any other way, for example \*insert your alternatives here\*, instead of the way prop goes for it. * Rebuttal   + Student honesty - you could also explain that it might be tough for teachers to get fair feedback, because teachers need to do things that probably will get them bad scores. This could include disciplining, etc.   + You probably wanna explain why their policy and our model does not actually deal with the problem above.   1st: Students aren't the best criteria   * The students are immature, etc. - Why though? You gotta give me the structural reasons for this! * Re: teachers won’t teach anymore. Fair! You can take this argument further though, which is that you could also say that teachers won’t go into areas where they are really needed; like classes that are really behind, because that is likely to tank their scores.   The 2nd argument was overall fine - but it needs to be more impactful!  Speaking time: 07:10.68, nice! | | | | | | |

| **Student Name:** Oscar |
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| **Motion**: This house believes that student evaluations and feedback should be the sole criteria for retaining a teacher’s 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 |
| Competition Score: | 70.5 | | | | | |
| 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:   * Nice hook. * I think you really gotta make sure that you are speaking with a bit more flair and flow. It felt a bit too choppy! * You gotta up the amount of eye contact + hand gestures that you are doing! * I think you could really benefit from vocal contrasts! You need to make sure that you are really projecting your voice and moving your hands. * I get that a lot of students are probably logical - but you gotta prove this! Why is the average student likely to be logical and fair to their students? * You might want to argue that students have some good capacity to understand what makes a student good or bad - this might make it easier for me to believe that students will be reasonable. * You wanna go through a lot more impacts; e.g., when you suggested that students can do pretty well and can understand what makes a teacher good, what does this do for their learning experience, etc? * You can also run some different outcomes for the teachers - perhaps now they go for more training, etc. This is all beneficial as it increases their teaching abilities! * What was the value of the relationship between the teacher and student part? I think you gotta make sure that this is clear!   Speaking time: 05:20.05 | | | | | | |

| **Student Name:** Lilianna |
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| **Topic: T**his house believes that student evaluations and feedback should be the sole criteria for retaining a teacher’s 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 |
| Competition Score: | 70 | | | | | |
| 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:   * I think you really need to make sure that you are starting your speech off on a strong and assertive note! * I like the observations you made at the beginning re: exclusivity. * I think you gave me some solid reasons for why students aren’t able to judge the teachers effectively - but the main thing that needed to be responded to was the idea that in the end, students need to make the decision on teachers because they are the ones on the receiving end of things. Its a slight difference, but this is what you want to deal with. * You do a good job of pointing out and cleaning up the debate - but I would like to hear more substantive rebuttals on why they are wrong, etc. * Good weighing re: exclusivity! You were very close to saying that it isn’t too valuable because of the limited impact, but stopped. Go the full way next time! * You might want to bring back the reasons your partner had in terms of why children might not be mature, etc. This was all really compelling stuff!   Speaking time: 05:55.09, nice job! | | | | | | |