| **Student Name:** Alison Li |
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| **Motion:** THW make student evaluations and feedback the sole criteria to retain 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** |
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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:**  Speaking time: 07:40.73, good work!   * Nice energy at the start of your hook! * Read the topic more carefully next time - it actually is all about employment, not salary! * I think you also should emphasise that people will be verifying and checking out the feedback; this means that it’s likely to be fair. But you want to make sure that you prove that these people are fair though, especially if you’re talking about how corrupted schools are internally! * Why might you want to prioritise students in this situation? There is a trade off here; you will harm teachers to some extent - but why is that worth it if teachers teach better? * Great argument about the teacher's motivation! * I feel like you were hinting at the comparative a lot; but you weren’t proving that you were comparatively better! You gotta get down into the nitty gritty for why your comparative is better. * Try to also make sure that you are proving the process of how things improve; because you were suggesting that things get better, but how specifically? Remember that things can turn out the way you say it may, but not how you mean it to! * Good argument and impact about teachers trying harder! * Good illustrations! | | | | | | |