| **Student Name:** Alex Zhu |
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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 |
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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 |
| 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:**  [NOTE: Today’s speeches are 5 to 6 minutes’ long.]  We can afford to make a more high-impact hook!  Excellent starting point that students would also be incentivised to prioritise their own learning and rate teachers by their actual merit.   * We can also point out that it’s a self-correcting problem, because all the students will suffer from low grades if they select the fun but terrible teacher. Then they will end up rating honestly after that.   While we are reinforcing that teachers will have the incentive to teach better, we need to be more engaging to Opp arguing that they will now have an incentive to make the class about fun and games.   * This will then lead to higher ratings, but less learning. So be more comparative on the point of incentives.   I appreciate the response that the principal will eliminate “biased” student feedback, but why won’t the principal take the side of teachers to protect their own staff? It isn’t clear why the principal has the right incentives without a characterisation of their psyche.  What is unclear at this point is why is this the only way to give teacher feedback? Can’t we demand better quality teaching outside of threatening their employment and asking the students to singularly decide?   * We can be more engaging with the Opp’s countermodel here!   We can’t enter into our clashes at the 5th minute!   * Go straight into your clashes instead, and integrate your rebuttals into them.   + Otherwise, it becomes repetitive on the point that students will pick the best teachers.   There has been no impacting on the entirety of Prop case on what hurts the school environment more and what is the purpose of schools.  Please offer more POIs in the debate!   * Avoid taking two POIs back-to-back.   6.59 - WATCH FOR TIME! | | | | | | |