| **Student Name:** Chester Tam |
| --- |

| **Motion:** This house believes that student evaluations and feedback should be the sole criteria for retaining a teacher’s employment |
| --- |

| 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:**  [NOTE: Today’s speeches are 5 to 6 minutes’ long.]  We can say your descriptions of the status quo on lazy teachers, without the precursor of “this is what the world currently looks like.”   * I appreciate the use of specific illustrations to demonstrate harmful, but commonplace behaviour in the classroom.   + However, the excessive number of tests is likely a harm of the specific schooling system, rather than the fault of individual teachers! These are probably academic requirements set by the school or the program.   Good explanation on what the student feedback will be focusing on!   * Some of the feedback is on the curriculum, rather than actually on the teacher. Are we expanding the debate? * We mentioned that students can now give feedback they were previously scared to give face to face, say clearly in the model that the form is anonymous. * We don’t have to be so highly specific that all teachers that maintain the rating of 4 will be fired!   + On teachers having a wake-up call, are you allowing them to have multiple warnings?   The set-up had bled into the argument without any structure!   * What is the long-term impact of low-quality teaching?   + The bottom of the speech then circled back to this point, we need to separate our points clearly. * 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?   On students having more responsibility, it isn’t clear why the only unique way to do this is via your policy. Why can’t we give them more autonomy in choosing their subjects instead?   * We need to explain how we can trust students to make the right decisions when it comes to assessing teachers.   The harm of overtesting is outside of the bounds of the debate as this is rarely the teachers’ choice!  Good job offering POIs in the debate!  5.45 - Good improvement in timing! | | | | | | |