| **Student Name:** Sarah Choi |
| --- |

| **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: | 70.5 | | | | | |
| 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:**  [NOTE: Today’s speeches are 5 to 6 minutes’ long.]  After calling out that Proposition lives in a utopia, can we explain exactly what is so unrealistic about their case? Otherwise, the execution is only half-way done!  Prop was explaining that teachers would not be able to bribe students, not that they will. So this rebuttal is taking down the opposite of what they say.   * We can be more engaging here and explain the bigger clash point; which is does the teacher have a bigger incentive to be more fun and teach less, rather than teach very well in order to attain higher student ratings?   On the diversity of opinions on the teacher, why is it problematic to simply judge teachers based on a holistic, averaged out score? How would a really bad teacher be able to attain a higher average at the end of the day?   * Try to really illustrate the holes of the system, rather than just state the conclusion that the results are unreliable.   We also have yet to rebut the following arguments:   * The problem of low-quality teaching in the status quo, * Students being afraid to offer feedback in the Opposition’s world, * Students gaining more autonomy in schools.   On students being fearful to give feedback, the Proposition implied in their model that this will be anonymised. So wouldn’t this be solved under that model?   * Can we be comparative to the Opposition’s world? How would student-teacher feedback work then? Do they just not give any? Then Opp will still lose on this.   Good argument on teachers no longer being empowered to discipline students!   * Don’t stop here, they can also be afraid to score them low, and this will have a direct impact on the quality of learning. * We went into the impacts a little too late!! Spend far more time here on poorly developed students.   Please offer more POIs in the debate!   * We had a lot more POIs in the last speech, try to keep it up throughout.   6.21 - Watch for time!! | | | | | | |