| **Student Name:** Ishan Harishankar |
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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: | 69 | | | | | |
| 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:  Good opening. Explain to me why this is uniquely possible with your side of the motion. You claim here that it will be immediate - do you think this is easy to defend? That we have better teaching isn’t contentious. Both sides of the house want this.  Set-up   * Are these student evaluations and feedback not direct from them? Are we truly defending the burden we have. What stops the Opposition from factoring in student feedback alongside feedback from other factors? What is unique about this model? * Fair on excluding silly reasons - but how do you judge what silly is and isn’t? * Our model is too lengthy, and for no good reason! We want to clearly establish it and then move on! * Let’s not characterise the SQ just for the sake of it, because it is inflating our set-up; this analysis can come in your argument instead. Aimless analysis without a clear outcome you’re building towards is not the best strategic choice.   POI: Competence; why will students be good measures of this. Why do they know best?  Argument 1 (at 3:57 - too late as 1st Prop)   * Is this non contentious? Will Opp disagree and say students deserve bad teachers? * We need to analyse why students know best. Why are they the best measures of what is good and not? * Why can't the Opposition achieve this outcome either? You need to explain why the only way of achieving this is through this mechanism.   Argument 2 (at 5:52 - also too late)   * Accurate representation of what? We spent maybe 5 seconds on this argument.   06:15 - our time management is off! We also need to consider what is and isn’t contentious in our argumentation.  Our POIs are not questions. They have to be questions! | | | | | | |

| **Student Name:** Boris Cheung |
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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: | 68 | | | | | |
| 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:  Start by challenging the crux of their case, which is entirely non-exclusive. Your side can support student involvement, but making it the tipping point is disproportionate. Clarify this up top.  Fair on what students want. Explain why this is the opposite of what students need.  What is the structure of this speech? You signpost, but the actual structure is very confusing.  Fair on how teachers change their behaviour.  Don’t take a POI in the middle of a sentence! Finish and then take it - we can explain how unrealistic this is; we’re not just talking about private schools where teachers have to be very qualified and so forth - this debate applies across all types of schools.  Question whether students will take any of these surveys actually seriously and so forth. Are they a good judge of character and performance, especially when the stakes are so high?  Explain how this means that your side achieves better learning, which is also what Prop wants cannot materialise, because teachers are so careful as to how or what they teach. Give me detailed explanations of the things they let slide that they would not in counterfactual!  We can argue that inherent biases on the basis of a teacher's race, gender, or other demographic characteristics, could also lead to discriminatory outcomes.  Focus on exclusivity of outcome!  We need to focus on our basics. Where is the counter-model, where is the transition marking and so on? You have to fulfil your speaker responsibilities as first Opposition. The counter-model is incredibly important to have in this debate!  05:20  We need to ask POIs! | | | | | | |

| **Student Name:** Shawn Nip |
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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: | 69 | | | | | |
| 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:  Stop asking POIs with ‘does the speaker not realise’ - just ask the question!  The opening needs to be clearer! There is too much preamble in everything we say. You should make it clear - this is a debate about where teaching is better; your side achieves this.  The opening is also trying to do too much. Why are you also responding to their point here? Have a high impact hook, stop and signpost, and then go into rebuttal.  Good work acknowledging what both sides want to achieve. Why are there no checks or balances against bad teachers right now? The timeline is a case shift - Ishan opens his speech making it about immediate removal.  You have to MARK your transitions. So even after signposting, say - now moving onto rebuttal. You have to make your speech easier to track!  Rebuttal   * Why are students the only actors who can do this? Is there no other way of ascertaining what students think? * The outcome is non-exclusive! You need to explain why the only way of achieving this is through this mechanism.   Argument 1   * Why won’t teachers know? You have to prove exclusivity.   06:12 | | | | | | |

| **Student Name:** Daryl Ng |
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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: | 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:  Good opening, but you can make it more high impact by challenging the crux of their case, which is entirely non-exclusive. Your side can support student involvement, but making it the tipping point is disproportionate. Clarify this up top. Please don’t say their ‘case falls already’ - do you think this is true?  Rebuttals   * Set-up; more competence; good call out on the nature of kids; explain how they’re shirking their burden when they refuse to engage with the actual ways in which kids behave. Good examples here. We do spend too much time on this response though. Is this what will break their case? * Good on power asymmetry between teachers and students. * We have to focus on exclusivity! What is the counter-model? How does your side make sure that student feedback is factored in, but that this isn’t the sole criteria being used.   Points? What do we mean by this? Either you run one argument, or you don’t run any arguments. You don’t run points!  Accountability - good on status quo. Push this harder. Due to first Opp not spending time on this, you have to make it sound like this was always what you supported.  We’re repeating authority!  Explain how this means that your side achieves better learning, which is also what Prop wants cannot materialise, because teachers are so careful as to how or what they teach. We give examples of this but need to make the clear implication.  A clash at 6:05? What is the structure of this speech? Consistently clear structure is a NEED for me to be able to move you up to PSD III.  06:18 | | | | | | |