| **Student Name:** Yu Bo Peng |
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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 |
| 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:  Why would the teacher be behaving in this way? We should characterise how students are the main stakeholders, and how teachers don’t care enough about them.  Clear signposting.  Set-up   * What checks would we implement? For instance, what questions could we ask in these evaluations, or what kind of answers would we prevent? Would we control for quality? * Explain how students are likely to take this seriously, as opposed to messing about.   Argument 1   * What is the thesis or claim this argument is going to focus on? * We need to start by characterising why teachers may behave in this way? Why would they treat different classes or students differently? What incentives do they have? What is wrong with teachers treating different classes differently? What is the impact of this? * POI - we need to explain what this confirmation process is like! * Why don’t principals understand? Why is exclusively student opinion what we should use? You need to defend only considering student opinion, versus a likely Opp case which considers a whole host of things.   Argument 2   * Why does this increase student learning? We need to explain how this helps students; interactivity isn’t a benefit in and of itself. We need to explain why everyone deserves to have an equal education.   Once again, let’s speak with more confidence! Let’s focus on our tone explicitly next time. We aren’t making consistent eye contact, or using hand gestures. We have to be loud and clear!  04:36  We need to ask POIs - consistently! | | | | | | |

| **Student Name:** Chloe Lit |
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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 |
| 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:  We have to start with a clear opening that spells out both our stance, as well as our biggest response to the other side, which in this case is whether or not their model works. If they filter out too much, student opinion is not accurately reflected, if we filter out too little, students are likely to go overboard, or respond without objective consideration.  Our set-up has to go before our rebuttal. You have to explain what your side supports instead for there to be a clear comparative.  Rebuttal   * Characterise why students will make bad decisions. We have to explain this in greater detail! * Explain how their benefits can be co-opted through your model. Good model! You can say it’s also principal observations, we can use a scale, teachers will balance each other out etc.   Argument 1   * Is this a positive justification for your side, or negative reasoning that should be rebuttal? * Explain what students are like - why will they be easily irritated, or hurt by teacher comments, or hate harsh teachers? Explain why even where students are well-meaning, teachers will often have to make decisions on homework or testing, that will always annoy them. * How are teachers likely to change their behaviour for the worse? What is the impact of this argument?   Is there a meaningful distinction between our first and second argument?  04:36  We need to ask POIs - consistently! | | | | | | |

| **Student Name:** Jennie Jung |
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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 |
| 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:  Our opening should directly engage with the speaker before us! We need to challenge if their model actually achieves the same goals, or if it is the case that their system protects bad teachers. Explain how other teachers and principals will always prioritise their own opinion, compared to your side who puts the students front and centre.  Rebuttal   * Good work identifying that students are the primary stakeholder. Explain the kinds of complaints or comments students are likely to give on your side, that wouldn’t be possible to get on the other side. For instance, on workload, or on engagement, or on being too mean or too harsh. Good response to the POI, on who matters the most.   Where is our argument? We should run a second speaker argument!  Good use of hand gestures. We should speak louder, and with more confidence!  We need to explain how this helps students; interactivity isn’t a benefit in and of itself. We need to explain why everyone deserves to have an equal education.  We need to ask POIs - consistently!  02:26 - we need to keep going and aim for 3 next time! | | | | | | |

| **Student Name:** Jay Lam |
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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 |
| 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:  Why do teachers behave in this way? We’re just asserting this is how teachers behave. Explain why their incentives or behaviours become altered, because they want to keep their jobs - and student feedback will force them to behave in this way accordingly.  Rebuttal   * Explain how your side is also able to take into account student opinion. Explain why your side recognises how students matter, but note that we need to balance against student bias and include expert opinion - such as other teachers or the principal. * We need to challenge whether or not their model works. If they filter out too much, student opinion is not accurately reflected, if we filter out too little, students are likely to go overboard, or respond without objective consideration. * Characterise why students will make bad decisions. We have to explain this in greater detail!   Explain what students are like - why will they be easily irritated, or hurt by teacher comments, or hate harsh teachers? Explain why even where students are well-meaning, teachers will often have to make decisions on homework or testing, that will always annoy them. How are teachers likely to change their behaviour for the worse? What is the impact of this argument?  Argument 1   * We’re just repeating the model verbatim. What is new about our analysis here? * Why are the other staff relevant? What value does their opinion have on the quality of teaching?   04:05  We need to ask POIs - consistently!  We need to come to class with more alertness and attentiveness. Our answers and demeanour have to be more serious. | | | | | | |

| **Student Name:** Aiden Cheng |
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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 |
| 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:  Our opening should directly engage with the speaker before us! We need to challenge if their model actually achieves the same goals, or if it is the case that their system protects bad teachers. Explain how other teachers and principals will always prioritise their own opinion, compared to your side who puts the students front and centre.  Our rebuttal, at this stage, cannot just be speaker by speaker, we have to formulate the debate into key clashes. You’ve been taught how to do this, if you have questions, you need to ask. But you cannot default to speaker by speaker!  Rebuttal   * We need to track with more care so we don’t misattribute content. * Fair response on how it is easy to tabulate; explain how both sides undergo a feedback collection issue - this is symmetric. * We need to explain why exclusively receiving student opinions is valuable. Explain the kinds of complaints or comments students are likely to give on your side, that wouldn’t be possible to get on the other side. For instance, on workload, or on engagement, or on being too mean or too harsh. If we don’t explain this, the other side gets to co-opt all our benefits. * We need to start by characterising why teachers may behave in this way? Why would they treat different classes or students differently? What incentives do they have? What is wrong with teachers treating different classes differently? What is the impact of this?   Our flow is too choppy. We’re pausing way too much between our words and sentences.  We need to ask POIs. We aren’t asking a single one! This demonstrates a lack of engagement with the debate.  We need to come to class with more alertness and attentiveness. Our answers and demeanour have to be more serious. We have little to no recollection of all that we’ve learned in the past, and are unable to answer simple questions being asked. We need to wake up! | | | | | | |

| **Student Name:** Lucas Ma |
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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 |
| 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:  We have to start with a clear opening that spells out both our stance, as well as our biggest response to the other side, which in this case is whether or not their model works. If they filter out too much, student opinion is not accurately reflected, if we filter out too little, students are likely to go overboard, or respond without objective consideration.  On clashes, number them! Our signposting makes it sound like we only have one clash!  Clash 1   * It cannot be speaker by speaker within this; it has to be ‘Proposition tells us three things’ - and then you summarise their contributions on this issue in this way. * On fairness and accuracy - characterise why students will make bad decisions. We have to explain this in greater detail! Explain what students are like - why will they be easily irritated, or hurt by teacher comments, or hate harsh teachers? Explain why even where students are well-meaning, teachers will often have to make decisions on homework or testing, that will always annoy them. How are teachers likely to change their behaviour for the worse? What is the impact of this claim? * We’re quite repetitive within this clash, because we are going speaker by speaker within it.   Clash 2   * The same comment on summarising applies here. * Explain how their benefits can be co-opted through your model. You can say it’s also principal observations, we can use a scale, teachers will balance each other out etc. Explain how your side is also able to take into account student opinion. Explain why your side recognises how students matter, but note that we need to balance against student bias and include expert opinion - such as other teachers or the principal.   04:52 - good length!  We need to ask POIs. We aren’t asking a single one! This demonstrates a lack of engagement with the debate.  We need to come to class with more alertness and attentiveness. Our answers and demeanour have to be more serious. We have little to no recollection of all that we’ve learned in the past, and are unable to answer simple questions being asked. We need to wake up! | | | | | | |