| **Student Name:** Emma Kwok |
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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: | 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:  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. Don’t end your current opening with ‘what would you think’ - is this a competitive speech habit? Explain why this is incorrect or wrong instead of leaving it open.  Set-up   * Who else is involved, if students are 20%?   Rebuttal   * Why do students behave in this way? We assert they do, but need to explain why structurally most students behave in this way. * Fair on what students want. Explain why this is the opposite of what students need.   Argument 1   * 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! * 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.   We’re eating our words and speeding through our speech. There are full sentences where certain words are hard for me to understand! We have to pay clear attention to our speaking style.  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?  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!  04:51  Good work asking Kayley a POI. | | | | | | |