| **Student Name:** Emilia Lau |
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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. We need to illustrate how important good student experience is.  Set-up   * Clear on what questions we’re asking. On justifying this; fair enough. Good work ensuring there are safeguards in there. Clear response to the POI. We can provide examples of what is reasonable or isn’t. * We spent too much time on set-up - nearly two minutes of our five minute speech. Be more efficient!   Argument 1   * Tell me the thesis of the argument! * Good work identifying how there is a diversity of students. My question is - what stops the Opposition from factoring in student feedback alongside feedback from other factors? What is unique about this model? We need to analyse why students know best. Why are they the best measures of what is good and not? What kind of characteristics will students reward and not and why? * What happens in the status quo that showcases this doesn’t actually occur or happen? Why do we keep bad teachers even where they are not doing well with students? * Why is this the only check or balance against bad teaching? Is this an exclusive solution? * The impact is clear, but I am unsure why this is exclusive.   We need to make more eye contact. Write your notes in bigger handwriting so you aren’t so concerned about reading stuff out. We also need to speak with more confidence!  04:17  We need to ask POIs consistently without reminder. | | | | | | |

| **Student Name:** Ethan Woo |
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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: | 69.5 | | | | | |
| 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:  Drop the preamble in the opening, and get to the crux of the challenge. Take their model at their best and explain how their case is just non-exclusive. Your side can support student involvement, but making it the tipping point is disproportionate. They need to explain why it is the **sole** criteria. The third party element doesn't change this as much as you claim it does.  Good on exclusivity. We eventually get around to this; mark this as a clear counter set-up please. The current opening into set-up/responses is unstructured.  Rather than just retainment, explain why it is justified retainment.  Why is your second speaker dealing with bias? This is important and needs to be explained up top.  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! Don’t just make it about jokes, explain how strictness or a focus on work go away. Explain why teachers have an incentive to hold onto their jobs.  Fair on how teachers change their behaviour.  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 | | | | | | |

| **Student Name:** Cyrus Yuan |
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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: |  | | | | | |
| 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:  The biggest gap in the speech before us is whether or not students will make good decisions or bad decisions. This is the biggest obstacle in us being able to prove our outcome. You need to address it up top. Then, get into signposting and then responses.  On teacher’s incentives changing - you can explain how there is a filter to ensure validity of responses; challenge directly their challenge to your model here. Then explain how this incentivises teachers to engage directly with their students and why this matters. Explain how they are the sole recipients of their teaching, why especially at the high school level, students care. You can also argue that the demeanour of teachers matters lots - and being understanding and kind is what matters the most.  POI - don’t take it in the middle of a sentence! Fair on evidence and explanation.  We need to also explain how their side prioritises bad teachers, and protects them; point out how learning is worse on their side.  Argument 1  We could have signalled up top that their argument is in direct clash with ours and responded to it here - this is more strategic time management.  Explain why education focuses too much on pedigree rather than engagement with students; explain how great engagement is what leads to change/shifts in performance.  You need to unpack the impact of this argument in far greater detail and WEIGH this impact.  04:58 - where was the weighing? | | | | | | |

| **Student Name:** Hanna Zhang |
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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: | 70 (-1 for time) | | | | | |
| 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:  Excellent opening. After the initial observation, slow DOWN and let the judge digest the point you have made.  Rebuttal   * On accurate feedback; explain how this was just using their model; explain how this filter and third party isn’t just - THEN - take them at their best! You need to explain why even where this was a perfect check, having it just be students wasn’t enough. Take their model at their best and explain how their case is just non-exclusive. Your side can support student involvement, but making it the tipping point is disproportionate. They need to explain why it is the **sole** criteria. The third party element doesn't change this as much as you claim it does. * On teachers - explain that their side was willing to throw teachers aside, in the name of student satisfaction. Fair on how teachers change their behaviour. * Good on lack of maturity. The structure of this is a bit off; you start with maturity and then come back to it within the rebuttals. Organise rebuttals by theme - you can still do clashes at 2nd Opp! * 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! Explain why teachers have an incentive to hold onto their jobs.   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.  Hanna we cannot let every single one of our stumbles get to us! This was shaping up to be a solid speech, but then we just stopped. We need to focus and let ourselves make mistakes, so that we can grow!  03:54 | | | | | | |

| **Student Name:** Andrew Man |
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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: | 70.5 (-1 for wonky structure) | | | | | |
| 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 can have a more high impact! The biggest gap in the speech before us is whether or not students will make good decisions or bad decisions. This is the biggest obstacle in us being able to prove our outcome. You need to address it up top. Then, get into signposting and then responses.  Clarifications:   * Good on half majority. Clear explanation. Explain why this is a fair filter, compared to being an unfair model add-on. Explain how this deals with their claim on maturity and jokes etc.   Rebuttal  I would much prefer if you did clashes. I know you don’t speak third normally, but you need to be able to; reply speeches need clashes too.  On rationality - clear explanation as to how this happens; but we need to trade off some bad decisions for the benefit being achieved. I need to know why this matters so much. Why is this so significantly beneficial for students and their learning? Why is this necessary to do?  On teacher’s incentives changing - you can explain how there is a filter to ensure validity of responses; challenge directly their challenge to your model here. Then explain how this incentivises teachers to engage directly with their students and why this matters. Explain how they are the sole recipients of their teaching, why especially at the high school level, students care. You can also argue that the demeanour of teachers matters lots - and being understanding and kind is what matters the most.  Good call out on teaching styles.  On weighing - explain why your side helps more people; which type of student thrives with just about any teacher versus strict teachers and so on? Go through the weighing mechs and justify!  04:43 | | | | | | |

| **Student Name:** Theo Lee |
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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 (-1 for structure) | | | | | |
| 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 work noting the clashes of the round! Make the rest of the speech rebuttal through clashes, as opposed to just jumping into this summary. We use clashes not just as an observation, but to structure our responses!  On rationality - deal directly with the clarifications Andrew provides; why does the majority rule etc. not stand? Or the third party and so forth? On accurate feedback; explain how this was just using their model; explain how this filter and third party isn’t just - THEN - take them at their best! You need to explain why even where this was a perfect check, having it just be students wasn’t enough. Take their model at their best and explain how their case is just non-exclusive. Your side can support student involvement, but making it the tipping point is disproportionate. They need to explain why it is the **sole** criteria. The third party element doesn't change this as much as you claim it does.  On teachers - explain that their side was willing to throw teachers aside, in the name of student satisfaction. Fair on how teachers change their behaviour. 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! Explain why teachers have an incentive to hold onto their jobs.   Good on parents - we can explain how we are still able to have student feedback in our world, but that we cannot make this why we hire or fire them.  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.  The structure of this speech is off, but our responses are solid! Well done!  05:15 | | | | | | |