| **Student Name:** Renee Yang |
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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; give me a clear justification as to why this is true immediately after. Is it that they are the ones most proximate to the learning environment, that their personality etc. matters?  Set-up   * Framing has to have some implications of the debate! Don’t just say it and then move on. * Excellent identification of burden and how you don’t have to be perfect, but that this comparatively the best way forward. Our phrasing of what their burden is is too straightforward. We want to push a harder and more difficult to defend burden on them. * How will this occur? In which way? At what point in the teacher’s employment?   Argument 1   * Good work analysing why students know best. We need to include safeguards as to why they won’t just be trollish in the process! Why will they make legitimate decisions. Why is the model - with reference to age - coming within the first argument? Model has to come in set-up! * Why is maturity a justified strategic choice for you to make? You need to rationalise this for me - rather than just narrowing the scope of the debate arbitrarily. For instance, that they will always give feedback but full decision making authority only arrives at 13 or 14 etc. because that is when their learning has higher consequences. * What’s the outcome here?   Argument 2   * Is this exclusive? 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.   04:20 - why didn’t we take the POI?  The POI relies on a literal crime. You cannot assume teachers will fake credentials and behave in this way? | | | | | | |

| **Student Name:** Jacky Xu |
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| 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:  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.  Set-up   * Good on counter-model, in terms of checks. Give me examples here. For instance, this occurs through observations, through parental feedback and so on. Explain how student feedback is still factored into this.   Rebuttal   * Biases; pinpoint this is true. Your side has more actors balancing each other out, but a singular actor cannot do this. Good response. Don’t say you’ll explain this in your first point - complete the response here and then move on. * We need to challenge the kind of reliability students have! Why aren’t we challenging this here?   Did we mark our transition into the argument, or did we just move straight in?  Argument 1   * Explain how students are likely to behave, and how this leads to a change in the nature of incentives teachers have. * Good response to the POI. * Explain how this means that 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!  05:07  Please don’t engage in melodramatics when the POI answer is not up to your standard. This is bad debate decorum. | | | | | | |

| **Student Name:** Christy Yuan |
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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 |
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| Student argument reflects application of theory taught during class time. | N/A | 1 | **2** | 3 | 4 | 5 |
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| 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:  I want a high impact hook! What is the most important thing you need to say that is preventing you from winning the debate at this moment in time; you need to explain why students don’t behave in the wrong ways and are inaccurate in their feedback and evaluation. All your benefits of better learning are contingent on proving this.  Rebuttal   * Incentives of teachers; refer back to safeguards here, pinpoint how or why students care more than just being nice. You need to explain why either teacher’s incentives don’t change, or that incentives changing is a good thing. * We can’t just say ah but the students will be mature and use it as our big response to the harm the Opposition is talking about! 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.   Argument   * Yes, students \*should\* behave in this way. You need to explain why they \*will\*. * Is this exclusive? 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. Did we engage with the model the other side provides? They explain how they support the status quo and having a diversity of opinion.   04:41  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Jenny Zong |
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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 |
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| Student applied feedback from previous debate(s). | N/A | 1 | **2** | 3 | 4 | 5 |
| Competition Score: | 68.5 | | | | | |
| 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:  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.  Rebuttal - our responses aren’t structured at all. Are we following the structure we learnt today? Where is the comparative and where is the weighing? We’re just explaining why the different layers of analysis could be wrong. Explain to me the impact this has on the **outcome** of their argument.   * Why do students behave in this way? Explain to me why they behave in this way. We only assert that they do! * Principals - don’t just ask ‘why would they be’ - explain WHY. Is it that they have incentives to be good at their job, is it that they are held accountable by the school board, or parents and so forth. * Do all students pay to go? This is the only mechanism you give, but this debate also applies in public schools! * POI - fair on observation periods. Explain this means that there are checks and balances to ensure they do well. * Good on diverse student choices - explain the implication here.   Argument 1   * Is this new?   05:16  Good POI to Edna, even though it was out of time! | | | | | | |

| **Student Name:** Edna Chow |
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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 |
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| 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 |
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| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | **2** | 3 | 4 | 5 |
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| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 68.5 | | | | | |
| 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:  I want a high impact hook! What is the most important thing you need to say that is preventing you from winning the debate at this moment in time; you need to explain why students don’t behave in the wrong ways and are inaccurate in their feedback and evaluation. All your benefits of better learning are contingent on proving this. Our opening right now comes across with us flipping our notes around, looking confused, and sounding uncertain.  What are the names of these clashes? You have to give me names and structure responses to these issues, rather than just going speaker by speaker.  Clash 1?   * Why will students behave in this way? You need to unpack what students are like and why their behaviour is such that we can trust them to make this decision. 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 a lot - and being understanding and kind is what matters the most, compared to specific subject knowledge etc. * What is this knowledge of the learning environment? What is the impact of this?   Clash 2?   * We talk about the exact same thing as our first clash here. You’re not actually using clashes. * Yes, students \*should\* behave in this way. You need to explain why they \*will\*. We finally offer some analysis on the stakes in high school, but is this true of every high schooler? This is the exact POI Jenny asks. Do students think in these terms? * Is this exclusive? 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. Did we engage with the model the other side provides? They explain how they support the status quo and having a diversity of opinion.   05:18  Did we ask any POIs? You cannot not ask POIs. | | | | | | |