| **Student Name:** Tiffany Chan |
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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:  Good opening. Clear summation of what the push from your side will be. The issue is that we’re practically exclusively reading this out. We need to deliver our speech while making clear eye contact with the judge and audience.  We need to set-up the debate clearly; we explain what the status quo is, as well as what is incorrect with this in terms of limitations of observations by principals. However, we need to unpack this all in the format of framing, a model, and burdens/stance.  Will there be safeguards, or will we take everything that students say at face value? Will this apply to primary school, or just secondary school?  We need to formally transition into arguments; this speech lacks structure.  Why do students eliminate the types of teachers you claim to? What is the reasoning behind this? What priorities and incentives do students have? Why is this the only check or balance against bad teaching? Is this an exclusive solution?  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?  Good on the impact of teachers on learning outcomes. Don’t say ‘above situation’ - this is not debate speak. Explain why good teaching is the single most important factor in student performance.  Clear answer to the POI. Good job! We want to make sure we’re accounting for even the fairest and most objective school boards, as correct as you may be.  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 | | | | | | |

| **Student Name:** Alissa Mak |
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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 (minus 0.5 for no POI) | | | | | |
| 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, good use of absurd - but why do we not sound like it? If you call something absurd, your tone should reflect it, as opposed to sounding like we always do.  We should set the debate up prior to rebuttal; our very first response explains what different evaluative strategies could exist in your world. Establish the comparative first prior to jumping into rebuttal.  We need to 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.  Good on the kinds of decisions students will make. Explain why these are the incentives they have. You can also explain that they actually don’t take this feedback process seriously at all. Detail the maturity challenge here.  Argument 1  Thesis? What will you prove in this argument? What outcome or impact are we trying to argue and build towards?  Good on immaturity. Back your characterisation up with facts and examples; for instance, that they are currently undergoing cognitive development, or are emotionally responsive to good grades and bad grades. Good use of the example on vengeance and bad grades.  Explain how teachers can change their behaviour; how does their teaching get worse because of their incentive to hold onto their job?  Excellent impact unpacking on students, and how the change affects them. On the teacher, we should explain how they now have the option of changing their teaching style or just leaving. Do we need to talk about schools; is that an important stakeholder in the round? Focusing on just students and teachers is enough! We can weigh this against what Prop says.  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  We need to ask a POI! | | | | | | |

| **Student Name:** Wendy 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: | 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:  We need to start with a high impact hook! 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.  I think we need to explain how teachers need to meet student’s decisions. 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. We need to also explain how their side prioritises bad teachers, and protects them; point out how learning is worse on their side.  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.  Our focus seems to be on the reputation of the school, but does this matter in terms of weighing stakeholders? We need to either explain why this impact matters, or pick a different strategy!  Argument 1  The same comment applies here! How do we weigh this argument against what the Opposition tells us?  Good on toxic teachers and relationships; good connection to students. 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?  We focused a bit too much on standardised testing - don’t get caught up in the drills we do! Our analysis has to be motion specific.  We’re just reading out our notes, with our hands in our pockets! Do we think this sounds or looks very persuasive? We need to present in the most persuasive fashion as well. Make eye contact, speak loudly and clearly, use hand gestures!  We need clear structure! We’re currently not marking transitions clearly.  05:02  We need to ask POIs! Within the time restraint for it! | | | | | | |

| **Student Name:** Karin Yeung |
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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 (-0.5 for no POI) | | | | | |
| 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. The issue is that we’re practically exclusively reading this out. We need to deliver our speech while making clear eye contact with the judge and audience. We need to 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. We do eventually do this, but we don’t call them out hard enough!  On rebuttals don’t say you have 3, say three things to respond to, or three things I’m going to deal with.  Good on the limited decision-making capacity of students. Explain why these are the incentives they have. You can also explain that they actually don’t take this feedback process seriously at all. Detail the maturity challenge here. Back your characterisation up with facts and examples; for instance, that they are currently undergoing cognitive development, or are emotionally responsive to good grades and bad grades.  Good call out on the learning environment and incentives of the school to care and make good staffing decisions. Good call out on standardised testing.  Argument 1   * Thesis? What will you prove in this argument? What outcome or impact are we trying to argue and build towards? * Good work characterising the hiring process in the status quo. * Good on biases - unpack what kind of biases you’re talking about. 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. * Good on preferences - but don’t they balance each other out? Why will this occur in the way we claim? Can we ever solve this? In either world? How does your side solve this problem?   This argument covers a lot of ground, but isn’t building up towards a specific impact or outcome. We’re also not weighing in this speech!  Explain how teachers can change their behaviour; how does their teaching get worse because of their incentive to hold onto their job? We should explain how they now have the option of changing their teaching style or just leaving. Do we need to talk about schools; is that an important stakeholder in the round? Focusing on just students and teachers is enough! We can weigh this against what Prop says.  **Focus on exclusivity of outcome!**  05:27  We need to ask POIs! | | | | | | |