| **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** |
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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: | 69.5 | | | | | |
| 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 | | | | | | |