| **Student Name: Marcel** |
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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 |
| 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:  Note: Speeches are meant to be minimum five minutes in length for today’s class.   * Good work on explaining that if students don’t learn well, that will mean the teacher has effectively failed. * Nice work on explaining the model. * When you explain characteristics of good teachers, try to explain why natural incentives to become good teachers won’t work. Why will the student feedback be the best way to explain the teacher's ability? * You need to explain exactly why students will rate teachers fairly and properly. So, you will need to explain how this process works out. Talk about the specific types of questions you would ask. * Nice work on explaining that teachers will have an incentive to be innovative and creative to make sure that they retain a job. * You need more structure for your arguments - try to show what you will prove in each argument and then divide that properly into reasons and impacts. * You need a lot more explanation to show that students know something that administrators don’t in regards to hiring or firing a teacher. 5:00 | | | | | | |

| **Student Name: Isaiah** |
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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 |
| 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 a better hook. * Good identification that students are not professionals. Explain exactly why that means they are likely to make emotional decisions, decisions based on influence from other places. * Try not to use a lot of what ifs in your speech. When you say the teacher could actually get lazy, you want to show why this is a likely outcome. * You want to explain what are the alternative ways to evaluate students on your side. * Good work on showing that teachers will try their best to be extra nice to students and inflate the test scores. Here you want to explain why these kinds of actions would harm the student’s future. * You need to respond to the ideas from the other side as well. Try to engage with their idea about teachers who don’t care about students at all. Explain how parents, administrators and everyone else will still make them care about students. And there are limits to what teachers can do in a classroom. * You need to make sure that the possibilities that you are explaining like bribing students are likely. 5:30 | | | | | | |

| **Student Name: Ethan** |
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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 |
| 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:   * You need to explain exactly why the students are the only people that are in a position to decide this. Show how every other actor is invisible in the teaching and learning process - basically because learning is a student teacher interaction. * You need to actually show why bribing students won’t happen. We need more reasons for why this is not true. * Your identification that students who want to learn will offer bad reviews for a lazy teacher even when other kids enjoy it. You want to explain why these will be high in number or will be extremely frustrated enough to give super low scores that will reduce the overall average. * Nice work on explaining that education is so critical to the students and thus they will consider education output for the future. * Here you need to give more reasons to explain how students are likely to react and respond rationally in most scenarios. * Try to engage even with the worst case scenarios - like intelligent, skillful but strict teachers that make life miserable for the students but give them more opportunities. Explain that learning is not just about outcomes but also about process. 6:10 | | | | | | |