

Debate

Name: _____

Memo: _____

5	100	<ul style="list-style-type: none"> • Presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details. • Appropriate eye contact, adequate volume, and clear pronunciation. • Follows rules for collegial discussions in debate format and formal English. • Shows strong command of subject matter, came prepared, having read or studied required material; explicitly draws on that preparation by referring to evidence. Improvises successfully beyond prepared notes. • Poses questions that connect the ideas of others and responds with relevant evidence, observations, and ideas. Evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	94	
4	85	<ul style="list-style-type: none"> • Presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details. • May be weaknesses in public speaking. • Follows rules for collegial discussions in debate format and formal English. • Shows command of subject matter, came prepared, having read or studied required material; explicitly draws on that preparation by referring to evidence. Improvises successfully beyond prepared notes. • Poses few questions that connect the ideas of others and responds with relevant evidence, observations, and ideas. Limited evaluation of a speaker's point of view, reasoning, and use of evidence and rhetoric.
	78	
3	71	<ul style="list-style-type: none"> • Presents some claims. Sequencing ideas logically using some pertinent descriptions, facts, and details. • May be problems with public speaking, use of time, level of participation, or self-discipline to follow the rules of debate. • Shows limited command of subject matter. Came somewhat prepared. Relies heavily on prepared notes. • Poses few questions that connect the ideas of others and responds with relevant evidence, observations, and ideas. May not evaluate or refute opposing claims adequately.
	65	
2	58	<ul style="list-style-type: none"> • Presents few claims. Problems organizing thoughts. Limited use of pertinent descriptions, facts, and details. • Weak public speaking. Poor use of time. Limited participation. • Limited understanding of rules of debate. • Shows weak command of subject matter. Seemed unprepared. Participation limited to prepared notes. • Limited or no participation in cross-examination. • May not have responded to opposing claims. Failed to refute opposing claims.

INFORMATION

- There is no credit for tasks scoring below level 2. *The rubric is on a five-point scale to parallel the NYS essay rubrics.*
- Common Core State Standards for Speaking and Listening, Standards 6–12 #1a,1b,1c,1d, 3, 4, 6