

Debate

Name: _____

Memo: _____

5	100	<ul style="list-style-type: none"> • Constructive speeches are highly organized, logical, and thorough. • Cross-examination is always strategic and relevant. • Successful rebuttal includes all opponent's arguments. • Debater improvised successfully beyond prepared notes. • Debater shows strong command of subject matter beyond what was taught in regular classroom lessons. • Public speaking was used effectively • Debater was positive contributor to team .
	94	
4	85	<ul style="list-style-type: none"> • Constructive speeches are well organized, logical, and thorough. • Cross-examination is mostly strategic and relevant, but important points may have been missed • Successful rebuttal includes most of opponent's arguments, but the debater barely departed from prepared notes. • Debater shows strong command of subject matter, but limited to textbook • Public speaking was used effectively • Debater was positive contributor to team .
	78	
3	71	<ul style="list-style-type: none"> • Constructive speeches had problems and arguments are weak. Speeches and rebuttal are mostly repetition. • Cross-examination was seldom effective and may have moved the debate off task. • Rebuttal includes some opponent's arguments, but some important points went unaddressed. • Debater relied exclusively on prepared notes or notes provided by teammates and shows only basic command of subject matter. • Public speaking may not have been used effectively
	65	
2	58	<ul style="list-style-type: none"> • Constructive speeches are disorganized and incomplete. Maybe too much time was used in rebuttal. • Debater has limited command of the subject matter, commits factual errors and logical fallacies. • Cross-examination was seldom effective. Perhaps it moved the debate off task. • Public speaking was weak.

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.

Rubric Information for Task: Debate

This rubric was aligned to New York State Grade 8 Intermediate Social Studies Test and to the New York State Global History and Geography Regents Exam using standardized z-score equivalency procedure in October 2010. Grade 8 test and Global Regents distributions are normal (fit empirical rule). Individual scores on this rubric can be transformed as state exam equivalent scores using the standardized z-score equivalency procedure.

This Task	New York State Intermediate Social Studies Test	Global History and Geography Regents
N=13	N= 30 <i>random scores of 87 over 3 years</i>	N=30 <i>random scores of 72 over 3 years</i>

$z = (i - \bar{X})/s$	This Rubric $\bar{X} = 84.9$ S = 16.03	NYS Int. SS Test $\bar{X} = 82.6$ S = 11.71	Regents $\bar{X} = 76.5$ S = 16.83
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Base Scores for Alignment	This Task Equivalent Int. SS Test Score	This Task Equivalent Regents Score	NYS Int. SS Test Standard Score	Regents Standard Score	This Task Standard Score aligned with NYS Int. SS Test	This Task Standard Score aligned with Regents
65	68.5	56.3	-1.5	-1.5	-1.2	-1.5
71	73.2	63.0	-1.0	-1.0	-0.8	-1.1
85	82.6	76.5	0.1	0.1	0.0	-0.2
100	93.1	91.6	1.4	1.2	0.9	0.8

NOTES

The debate task is a specialized task that required some training. It was a voluntary task for the sample whose scores were used for this alignment and, as such, represents mostly students already skilled at the task. Thus the reason why these scores do not conform to the normal curve.