

Rubric for a Debate

Name: _____ Date: _____ Grade: _____

Related Expectations: _____

Evaluated by: Teacher Peer Self

Criteria	Level 1	Level 2	Level 3	Level 4
Clarity <ul style="list-style-type: none"> ▪ clear, consistent viewpoint in the introduction, body and conclusion 	<input type="checkbox"/> viewpoints are unclear in many parts	<input type="checkbox"/> viewpoints are clear in some parts but not others	<input type="checkbox"/> viewpoints are mostly clear	<input type="checkbox"/> viewpoints are completely clear
Use of arguments <ul style="list-style-type: none"> ▪ relevant to topic 	<input type="checkbox"/> few relevant arguments made	<input type="checkbox"/> some relevant arguments made	<input type="checkbox"/> many relevant arguments made	<input type="checkbox"/> all arguments made are relevant
Use of examples/ facts <ul style="list-style-type: none"> ▪ relevant, supporting 	<input type="checkbox"/> few supporting examples/facts given; limited relevance	<input type="checkbox"/> some supporting examples/facts given; somewhat relevant	<input type="checkbox"/> many supporting examples/facts given; mostly relevant	<input type="checkbox"/> numerous supporting examples/facts given; highly relevant
Use of rebuttal <ul style="list-style-type: none"> ▪ effectiveness of counter-arguments 	<input type="checkbox"/> few effective counter-arguments	<input type="checkbox"/> some effective counter-arguments	<input type="checkbox"/> good counter-arguments; usually effective	<input type="checkbox"/> excellent counter-arguments; always effective
Presentation of Debate <ul style="list-style-type: none"> ▪ enthusiasm ▪ poise ▪ connection to audience 	<input type="checkbox"/> limited enthusiasm, poise and connection to the audience	<input type="checkbox"/> some enthusiasm, poise and connection to the audience	<input type="checkbox"/> good enthusiasm, poise and connection to the audience	<input type="checkbox"/> high level of enthusiasm, poise and connection to the audience
Organization of Debate <ul style="list-style-type: none"> ▪ logically developed set of arguments 	<input type="checkbox"/> confused set of arguments	<input type="checkbox"/> some organization of arguments	<input type="checkbox"/> most arguments presented in an organized manner	<input type="checkbox"/> all arguments presented in a highly organized manner

Comments and Suggestions for Improvement:

Adapted from: Scarborough Board of Education. (1996). *Designing Student Outcomes*.