

DEBATE RUBRIC: Name: _____ **Topic:** _____ **: Stance or Job:** _____

Criteria	Mastery	Above Standard	Standard	Approaches Standard	Below Standard
Opening & Closing Statements	<ul style="list-style-type: none"> - Extremely thorough, well-organized presentation of arguments and evidence - Opening statement engages the interest of audience; closing statement leaves no unanswered issues and resonates with the audience 	<ul style="list-style-type: none"> - Well-organized and complete presentation of arguments and evidence - Opening statement successfully frames the issues; closing statement summarizes many arguments made in the debate 	<ul style="list-style-type: none"> -Organized and generally complete presentation of arguments and evidence - Opening statement outlines or lists arguments and evidence but does not generate interest; closing statement does not reflect remarks made during debate. 	<ul style="list-style-type: none"> -Somewhat organized presentation of arguments and evidence -Opening statement minimally outlines arguments; closing argument briefly restates the ideas offered in the opening statement 	<ul style="list-style-type: none"> -Arguments are unorganized, incomplete, or completely lacking in evidence -Opening statement and closing statements do little more than state the position of the team
Rebuttals	<ul style="list-style-type: none"> - Responds to issues raised by opponents with concise, accurate, logical answers - Effectively challenges the arguments made by opponents with argument and evidence 	<ul style="list-style-type: none"> - Responds to issues raised by opponents with accurate and generally concise answers - Challenges the arguments made by opponents; challenges are generally effective 	<ul style="list-style-type: none"> - Responds to most of the issues raised by opponents with generally accurate answers - Offers arguments, but no evidence, to counter the arguments made by opponents 	<ul style="list-style-type: none"> -Seems to be caught off-guard by opponents; offers tentative, somewhat accurate, but possibly vague or illogical responses -Attempts to challenge arguments of opponents 	<ul style="list-style-type: none"> -Is unable to respond to issues raised by opponents in a meaningful or accurate way
Effective use of historical evidence / content knowledge	<ul style="list-style-type: none"> -Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic -Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations 	<ul style="list-style-type: none"> - Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic -Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations 	<ul style="list-style-type: none"> -Demonstrates an basic and accurate understanding of the issues, events and facts relevant to the topic. -Demonstrates the ability to make basic connections between facts and concepts 	<ul style="list-style-type: none"> -Demonstrates a generally accurate understanding of relevant issues, events and facts, but may exhibit minor confusion or misunderstandings seem to understand general ideas, but do not support their ideas with relevant facts; OR, seem to understand facts but are unable to connect them into coherent arguments 	<ul style="list-style-type: none"> -Demonstrates an inadequate understanding of the history content relevant to the topic -Supports statements with vague or irrelevant information, or no information at all
Use of persuasive appeals	Makes deliberate and effective use of logical, emotional and ethical appeals in order to persuade justices	Uses logical, emotional and ethical appeals to enhance effectiveness of argument	Uses some appeals to make argument more persuasive, but may not include a mix of logical, emotional and ethical appeals	Makes minimal use of persuasive appeals	Does not use persuasive rhetoric
Language Use	<ul style="list-style-type: none"> - Uses language that is stylistically sophisticated and appropriate for the court - Uses literary devices to enhance the argument 	<ul style="list-style-type: none"> - Uses language that is appropriate to the court - Uses literary devices to add interest 	<ul style="list-style-type: none"> - Uses language that is appropriate to the court - Attempts to use literary devices to add interest 	<ul style="list-style-type: none"> -Generally uses language that is appropriate to the court -Uses basic but clear language 	<ul style="list-style-type: none"> -Uses colloquial, overly simplistic language -Uses language and syntax that is unclear
Performance	<ul style="list-style-type: none"> Exhibits confidence, energy, and passion in the course of the hearing - Maintains respectful tone - Accesses preparation materials with ease 	<ul style="list-style-type: none"> - Exhibits confidence and energy in the course of the hearing -Maintains respectful tone - Uses preparation materials effectively 	<ul style="list-style-type: none"> - Appears nervous, yet somewhat confident, before the court - Maintains respectful tone - Use of preparation materials does not distract 	<ul style="list-style-type: none"> -Lacks confidence -Maintains respectful tone - Use of preparation materials distracts from quality of performance 	<ul style="list-style-type: none"> -Demonstrates little or no preparation -Fails to maintain respectful tone