Source: Greece Central School District. “Debate Rubric.” *Standard-based Rubrics*. http://web001.greece.k12.ny.us/academics.cfm?subpage=479 (1 Apr. 2009). Developed by the Office of English Language Arts, Greece Central School District, Rochester, New York. Reproduced with permission.

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| **Below Standard** | * + arguments are unorganized, incomplete, or completely lacking in evidence   + opening statement and closing statements do little more than state the position of the team | * + is unable to respond to issues raised by opponents in a meaningful or accurate way | * + demonstrates an inadequate understanding of the history/content relevant to the topic   + supports statements with vague or irrelevant information, or no information at all | * + does not use persuasive rhetoric | * + uses colloquial, overly simplistic language   + uses language and syntax that is unclear | * + demonstrates little or no preparation   + fails to maintain respectful tone |
| **Approaches Standard** | * + somewhat organized presentation of arguments and evidence   + opening statement minimally outlines arguments; closing argument briefly restates the ideas offered in the opening statement | * + seems to be caught off-guard by opponents; offers tentative, somewhat accurate, but possibly vague or illogical responses   + attempts to challenge arguments of opponents | * + demonstrates a generally accurate understanding of relevant issues, events, and facts, but may exhibit minor confusion or misunderstandings   + seems to understand general ideas, but does not support ideas with relevant facts; OR, seems to understand facts but is unable to connect them into coherent arguments | * + makes minimal use of persuasive appeals | * + generally uses language that is appropriate   + uses basic but clear language | * + lacks confidence   + maintains respectful tone   + use of preparation materials distracts from quality of performance |
| **Standard** | * + 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 | * + 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 | * + demonstrates a 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 | * + uses some appeals to make argument more persuasive, but may not include a mix of logical, emotional, and ethical appeals | * + uses language that is appropriate   + attempts to use literary devices to add interest | * + appears nervous, yet somewhat confident   + maintains respectful tone   + use of preparation materials does not distract |
| **Above Standard** | * + well organized and complete presentation of arguments and evidence   + opening statement successfully frames the issues; closing statement summarizes many arguments made in the debate | * + responds to issues raised by opponents with accurate and generally concise answers   + challenges the arguments made by opponents; challenges are generally effective | * + 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 | * + uses logical, emotional, and ethical appeals to enhance effectiveness of argument | * + uses language that is appropriate   + uses literary devices to add interest | * + exhibits confidence and energy in the course of the debate   + maintains respectful tone   + uses preparation materials effectively |
| **Mastery** | * + 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 | * + responds to issues raised by opponents with concise, accurate, logical answers   + effectively challenges the arguments made by opponents with argument and evidence | * + 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 | * + makes deliberate and effective use of logical, emotional, and ethical appeals in order to persuade | * + uses language that is stylistically sophisticated and appropriate   + uses literary devices to enhance the argument | * + exhibits confidence, energy, and passion in the course of the debate   + maintains respectful tone   + accesses preparation materials with ease |
| **Criteria** | Opening and closing statements | Rebuttals | Effective use of historical evidence/ content knowledge | Use of persuasive appeals | Language use | Performance |