**Debate Quality Rubric**

**Debate Structure & Delivery**

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| **Introduction** | | The opening statement has a memorable attention-getter | The opening statement has an attention getter but it does not align with the content of the argument | Absence of an attention getter to start the speech. No preview of the main points and the purpose of the opening is unclear or unrelated to the topic |
| **Opening Statements** | | The opening statement directly answers the question and provides the audience with a preview of the upcoming argument | The opening statement indirectly answered the question, or did not provide the audience with a preview of the upcoming arguments | The thesis statement does not answer the question. |
| **The body of the debate** | All arguments were clearly tied to an idea (premise) and appropriately addressed the opposing point of view in an organized and tight fashion. | | All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or did not directly address the opposing point of view | Arguments were not clearly tied to an idea (premise) or did not address the opposing point of view |
| **Summarizing**  **statements** | Speakers accurately summarize the argument, including all important elements and leaving out unnecessary details. Speaker correctly identifies the main claim and evidence. | | The speaker summarizes some of the argument accurately, but leaves out a few important elements or adds some unnecessary details. Speaker correctly summarizes the main claim but leaves out some evidence. | Speaker summarizes inaccurately or describes the content rather than summarizing it. Speaker focuses on unimportant details or leaves out necessary elements. |
| **Presentation Delivery** | Team consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | | Team usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | One or more members of the team had a presentation style that did not keep the attention of the audience. |

**The Quality of the Argument & Use of Rhetoric**

According to Aristotle, rhetoric is the ability to identify and effectively use means of persuasion. He described three main forms of rhetoric: Ethos, Logos, and Pathos.

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| **Ethos** | The team convincingly communicates they have a vested interest in the outcome of the debate; they communicate moral competence, expertise, and reliable knowledge (their personal character) | Some team members communicate they have the moral competence, personal character and expertise to present the arguments and win the debate | One or more team members fail to convince the audience they have the personal character, qualifications or competence to argue the points |
| **Logos** | All speakers use logical reasoning; evidence and examples are specific and relevant ; explanations are given that show how each piece of evidence supports the position. | Some speakers’ logical reasoning may be flawed; or evidence and examples may not provide strong support for the position | Speakers do not use logical reasoning or the reasoning is fundamentally flawed; evidence and examples are not relevant to the argument |
| **Logos- Source Accuracy and citing** | Facts and figures are from reliable, credible , current sources; sources are accurately cited | Most of the sources quotes, and facts are credible but may be out dated, or not directly relevant to the argument; most sources are cited correctly. | Many sources used are less than credible (suspect). Sources are not cited correctly |
| **Pathos** | Speakers consistently appeal to the audiences’ emotions by using vivid words, metaphors, similes, and a passionate delivery; (they may appeal to fear, anger or joy to sway their listeners) | Speakers occasionally appeal to the audiences emotions by using vivid words, metaphors, similes, and a passionate delivery; | Speakers do not appeal to the audiences emotions |

**Team Effectiveness**

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| **Division of Labor** | All team members shared equally in the preparation and delivery of of the arguments; (every team member presented at least one argument ) | The preparation and delivery of the arguments was shared, but not equal; one team member did not participate in the delivery of an argument | One or more members of the group did not actively participate in the preparation and delivery of the arguments |
| **Effective Group Skills** | All members of the team actively engaged in the group work ; no one member dominated the activity; all listened well and encouraged each other to meet group goals | All members engaged in group activity but some members did not share ideas or may have dominated the group; not all voices were heard | One or more members of the group rarely listened to, shared responsibilities or supported the efforts of others |