Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DEBATE

CONTENT

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Area | 0: Not Completed | 1: Fails to Meet Standards | 2: Below Standards | 3: Meets Standards | 4: Above Standards | 5: Exceeds Standards | Score |
| Topic Selection | N/A | Not University Level | Uninspired or Perhaps More Informative | Typical and Uninteresting | Typical But With an Interesting Angle | Compelling and Remarkable | 0 1 2 3 4 5 |

MODERATOR CATEGORIES

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Area | 0: Not Completed | 1: Fails to Meet Standards | 2: Below Standards | 3: Meets Standards | 4: Above Standards | 5: Exceeds Standards | Score |
| Introduction | N/A | No Introduction | Very Little Introduction at All | Deficient in Two Areas—Attention-Getter, Background, Preview, or Team Introduction | Deficient in Either Attention-Getter, Background, Preview or Team Introduction | Strong Attention-Getter, Background, Explicit Preview, Team Introduced | 0 1 2 3 4 5 |
| Time Management | N/A | Three or More Minutes of Overtime or Under Time | Two Minutes of Overtime or Under Time, Lack of Equal Distribution | One Minute of Overtime or Under Time, Lack of Equal Distribution | Slightly Overtime or Under Time | Stays within Allocated Time | 0 1 2 3 4 5 |
| Moderation and Interventions | N/A | N/A | Disagreements Inadequately Moderated | Disagreements Are Rather Out of Control | Allows Disagreements to Get a Bit Out of Hand | Intervenes Appropriately During Disagreements | 0 1 2 3 4 5 |
| Summaries | N/A | N/A | Complete Lack of Summary | Significant Lack of Summary | Occasionally Not Summarizing | Summarizes Throughout Debate Team Positions | 0 1 2 3 4 5 |
| Conclusion | Conclusion Not Carried Out Due to Exceeding Time Limit | N/A | Conclusion Lacking | Serious Deficiency in Either Closing or Summary | Weaker Summation and Closure | Summarizes and Closes Debate | 0 1 2 3 4 5 |
| Diction | N/A | Very Weak Vocabulary | Too Much Slang | Appropriate but Unremarkable | Good But Pedestrian | High Level Word Choice | 0 1 2 3 4 5 |

DEBATER CATEGORIES

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Area | 0: Not Completed | 1: Fails to Meet Standards | 2: Below Standards | 3: Meets Standards | 4: Above Standards | 5: Exceeds Standards | Score |
| Persuasiveness | N/A | N/A | Rather Inadequate in Claims, Evidence, or Warrants | Significant Deficiencies in Claims, Evidence, or Warrants | Some Weaknesses in Claims, Evidence or Warrants | Strong Claims, Evidence, Compelling Warrants | 0 1 2 3 4 5 |
| Clarity | N/A | Almost Incomprehensible | Quite Unclear | Frequent Confusion | Occasional Confusion | Very Comprehensible | 0 1 2 3 4 5 |
| Rebuttals | N/A | N/A | Quite Slow or Irrelevant | Rather Slow in Responding or Lacking Relevance | Somewhat Slow or Occasionally Inappropriately | Rapid and Apropos | 0 1 2 3 4 5 |
| Transitions/Enumerations of Points | N/A | Completely Lacking in Transitions or Other Markers | Quite Inadequate | Considerable Weaknesses | Some Weaknesses | Strong and Helpful Use of Transitions and Other Markers | 0 1 2 3 4 5 |
| Verbal Citation of Sources | Not Used | One Sources Mentioned | Two Sources Mentioned | Three Sources Mentioned | Four Sources Mentioned | Five or More Sources Mentioned | 0 1 2 3 4 5 |
| Diction | N/A | Very Weak Vocabulary | Too Much Slang | Appropriate but Unremarkable | Good But Pedestrian | High Level Word Choice | 0 1 2 3 4 5 |

DELIVERY

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Performance Area | 0: Not Completed | 1: Fails to Meet Standards | 2: Below Standards | 3: Meets Standards | 4: Above Standards | 5: Exceeds Standards | Score |
| Improvisational Ability | N/A | Unprepared, Dragging; 100% Reading from Prepared Notes | Rather Unpracticed; 50% Reading; Lacks Improvisational Ability | Significant Limitations in Improvisation—25% Reading | Some Bumps in Delivery; Weaker in Improvisation; Marginal Reading | Evidence of Substantial Improvisation—Virtually No Reading | 0 1 2 3 4 5 |

Content Average N/7: \_\_\_\_\_\_\_\_\_ Delivery Average: \_\_\_\_\_\_\_\_\_\_ Total Average (Content + Delivery/2): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional Comments: