

Debate Rubric

Student Name: _____

CATEGORY	4	3	2	1	Self-Evaluation	Teacher-Evaluation
Information (ELACC7SL4)	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but not necessarily thorough.	The information provided included several inaccuracies OR was often not clear.		
Use of Textual Evidence (ELACC7RI1)	Every major point was supported with textual evidence.	Every major point was supported with relevant textual evidence	Every major point was supported with textual evidence but the relevance of some was questionable.	Every point was not supported with textual evidence.		
Organization (ELACC7SL4)	All arguments were clearly tied to the debate resolution and organized in a tight, logical fashion.	Most arguments were clearly tied to the debate resolution and organized in a tight, logical fashion.	Most arguments were clearly tied to the debate resolution but the organization was sometimes not clear or logical.	Arguments were not clearly tied the debate resolution.		
Speaks Clearly (ELACC7SL4)	The student spoke clearly and distinctly all of the time, and mispronounced no words.	The student spoke clearly and distinctly all of the time, but mispronounced 1-3 words.	The student spoke clearly and distinctly most of the time but mispronounced some words	The student often mumbled, could not be understood, or mispronounced many words.		
Volume (ELACC7SL4)	The volume was loud enough to be heard by everyone all the time.	The volume was loud enough to be heard by everyone almost all of the time.	The volume was loud enough to be heard by everyone most of the time.	The volume was often too soft to be heard by audience members.		
Enthusiasm (ELACC7SL4)	Facial expressions and body language generated strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generated strong interest & enthusiasm about the topic.	Facial expressions and body language were used to generate enthusiasm, but seem somewhat faked.	There was very little use of facial expressions or body language; interest in the topic was not generated.		
Listening (ELACC7SL3)	The student listened intently all the time and did not make distracting noises or movements.	The student listened intently most of the time and did not make distracting noises or movements.	The student listened some of the time but was not distracting.	The student sometimes did not listen and/or made distracting noises or movements.		

Comments: