

Suggested Class Debate Rubric (ages 14+)

Suggested criteria

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Organization of ideas	Ideas are clear and logically organized, making an exceptionally coherent, focused argument. As a result, argument is very persuasive. Argument adheres to required length of time.	Ideas are organized, making a coherent, focused argument. As a result, argument is persuasive. Argument may go very slightly above or below required length of time.	Ideas may be somewhat unclear or illogically organized. As a result, argument may lack cohesion and/or focus. Argument may go significantly above or below required length of time.	Ideas are unclear and/or illogically organized, making any argument difficult or impossible to follow.
Content and accuracy	Argument is supported with exceptionally well chosen evidence and/or reasoning. Evidence/reasoning is completely accurate and/or logical.	Argument is supported with appropriate evidence and/or reasoning. Evidence/reasoning is accurate and/or logical.	There is an attempt to support argument with evidence and/or reasoning, but it may be lacking. Some evidence/reasoning may be notably inaccurate and/or illogical.	There is no evidence or reasoning to support argument. or Most evidence/reasoning is inaccurate and/or illogical.
Delivery	Posture is open and confident. Eye contact is consistent across the whole audience. Notes are referenced only occasionally and briefly. Words are clearly enunciated at a natural pace. Volume is appropriate and steady. There is a masterful use of formal spoken English throughout the presentation, except for effect (e.g. slang might be used for humor).	Posture is mostly open. There is frequent eye contact across most of the audience. Notes may be referenced often, but this does not significantly disrupt the flow of the presentation. Words are easily understood, although pace may be slightly faster or slower than natural. Volume is mostly appropriate, with only a few variations. Most of the presentation uses formal spoken English, but there may be noticeable lapses and/or errors.	Posture is somewhat closed. There is occasional eye contact, but it may be directed to only one part of the audience. There may be a heavy reliance on notes, disrupting the flow of the presentation. Some parts of the presentation may be difficult to follow because of issues with enunciation, pace, and/or volume. There may be obvious difficulties with formal English usage, such as frequent slang or grammatical errors.	There is little or no effort to engage the audience with body language or eye contact. Presenter may simply read notes aloud. Most or all of the presentation is difficult to follow because of issues with enunciation, pace, and/or volume. Conventions of formal English are mostly unobserved.

Optional criterion

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Teamwork and preparation	Team has clearly coordinated, so that teammates' arguments masterfully build on one another.	There is evidence of team coordination, so that teammates' arguments are not redundant.	There is little evidence of team coordination; there may be significant overlap in teammates' arguments.	There is no evidence of team coordination; arguments are highly redundant or contradict one another.