

Class Debate Rubric (ages 11-13)

Suggested criteria

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Organization of ideas	Ideas are clear and logically organized, making an especially focused argument. As a result, argument is very persuasive. Argument keeps to required length of time.	Ideas are clear and logically organized, making a 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 clarity 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 especially 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	Student's posture is open and confident. Student makes eye contact often, across the whole audience. Student only uses notes as a helpful tool and does not directly read from them. Student speaks clearly and at a natural pace. Student's volume is fitting and steady. Student pays clear attention to using formal English throughout the presentation.	Student's posture is mostly open. Student looks at the audience for most of the presentation. Student may look at notes often, but student rarely reads from them directly. Student speaks mostly clearly, but the pace may be slightly faster or slower than natural. Volume is fitting for most of the presentation. Student tries to use formal English in some parts of the presentation.	Student's posture is somewhat closed. Student does not look at the audience for most of the presentation. Student may spend a lot of time reading from notes. Some parts of the presentation may be difficult to follow because the student is not speaking clearly, because of the student's speaking pace, or because of the student's volume. Student does not try to use formal English.	There is little or no effort at keeping the audience's attention with body language. Presenter may simply read notes aloud the entire presentation. Most or all of the presentation may be difficult to follow because the student is not speaking clearly, because of the student's speaking pace, or because of the student's volume.

Optional criterion

Learning Outcome	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Teamwork and preparation	Team has clearly worked well together, so that teammates' arguments build on one another.	There is evidence of teamwork, so that teammates' arguments do not repeat one another too much.	There is little evidence of teamwork. There may be a notable overlap in teammates' arguments.	There is no evidence of teamwork. Arguments are very repetitive, or they present opposing points.