

DEBATE RUBRIC

Directions: Use this rubric to evaluate debates. Mark scores and related comments in the scoring sheet that follows.

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)
Overall Argument	Argument lacks logic and is unclear. Argument lacks supporting evidence.	Presents argument somewhat unclear. Uses at least one supporting piece of evidence.	Presents argument somewhat clearly. Some supporting evidence is provided.	Presents argument extremely clearly. Gives supporting evidence for all points made.
Explanation of Ideas and Information	Does not present information, arguments, ideas, or findings clearly, concisely, or logically. Argument lacks robust supporting evidence. It's difficult to follow the line of reasoning. Uses information that is not in line with the overall purpose. Does not consider opposing or alternative perspectives.	Presents information, arguments, ideas, or findings in ways that are not always clear, concise, or logical. Argument is supported by only some robust evidence. The line of reasoning is sometimes difficult to follow. Uses information that is only sometimes in line with the overall purpose. Attempts to consider and address opposing or alternative perspectives but does not do so clearly or completely.	Presents information, arguments, ideas, or findings clearly, concisely, or logically. Argument is well supported. The line of reasoning is logical and easy to follow and uses information that is appropriate for the purpose and audience. Clearly and completely addresses alternative or opposing perspectives.	Does an exceptional job presenting information, arguments, ideas, or findings clearly, concisely, and logically. Argument is well supported with robust, relevant, and interesting evidence. The line of reasoning is logical, easy to follow, well crafted, and uses information that is appropriate for the purpose and audience. Clearly and completely addresses relevant alternative or opposing perspectives.
Rebuttal and Closing Statement	No rebuttal offered. Makes no arguments against points the other side made. Does not explain why their side has the strongest argument.	Makes one or two points in rebuttal, but the logic is somewhat questionable or not supported by evidence. Makes one or two points against the points the other side made, but the logic is somewhat questionable. Explains why their side had the strongest argument, but the logic is flawed.	Makes some logical points as rebuttals, but doesn't support all points with evidence. Makes some logical arguments against the points the other side made. Explains why their side has the strongest argument, but could give more reasons.	Makes an abundance of logical points as rebuttals, and all points are supported with evidence. Makes an abundance of logical points against the points of the other side. Is thorough and logical in the explanation for why their side has the strongest argument.
Eyes, Body, and Voice	Does not look at the audience or make eye contact. Lacks poise (appears nervous, fidgety, slouchy). Speaks in a way that is hard to understand.	Makes infrequent eye contact with the audience. Shows some poise (limited fidgeting or nervousness). Speaks clearly most of the time, but may be difficult to understand or hear at times.	Keeps eye contact with the audience most of the time—only glances at notes or slides. Shows poise and confidence. Speaks clearly and is easy to understand.	Keeps eye contact with the audience throughout. Shows exceptional poise and confidence. Speaks clearly and in an engaging way that is interesting to listen to.



DEBATE RUBRIC

Name: Date:

Directions: Use this table to evaluate and comment on elements of a debate. Put an X in the cell that denotes the grade. Use the other cells for comments.

	Below Standard (1)	Approaching Standard (2)	At Standard (3)	Above Standard (4)	Score
Overall Argument					
Explanation of Ideas and Information					
Rebuttal and Closing Statement					
Eyes, Body, and Voice					
Total Score					