



Debate Rubric

Name: _____

Argument: For / Against

	1	2	3	4	5	Totals
Use of interaction skills	The student did not use interaction skills to add interest and meaning	The student only used selected gestures, eye contact, tone of voice and a level of enthusiasm that did not hold interest and meaning	The student sometimes used gestures, eye contact, tone of voice and a level of enthusiasm to add interest and meaning	The student usually used gestures, eye contact, tone of voice and a level of enthusiasm to add interest and meaning	The student consistently used gestures, eye contact, tone of voice and a level of enthusiasm to add interest and meaning	
Preparation of debate	The student did not plan and deliver appropriate content to promote their point of view	The student planned and delivered some basic content to promote their point of view	The student planned and delivered appropriate content to promote their point of view to a satisfactory standard	The student planned and delivered appropriate content to promote their point of view thoroughly	The student planned and delivered appropriate content to promote their point of view at an excellent standard	
Understanding of the topic	The student did not show an adequate understanding of the evidence	The student seemed to understand the basic evidence of the topic, but didn't present with ease	The student seemed to understand some evidence of the topic and presented those with ease.	The student clearly understood the topic by identifying key evidence and presented their information with ease.	The student clearly understood the topic by identifying key evidence and presented their information forcefully and convincingly.	



Debate structure and organisation	Arguments did not demonstrate text structure and framework	Arguments were not clear, concise and sequential and did not always demonstrate an organised text structure and framework	Arguments were clear, concise and sequential but did not demonstrate an organised text structure and framework	Most arguments were clear, concise and sequential that demonstrated organised text structure and framework	All arguments were clear, concise and sequential that demonstrated organised text structure and framework	
Rebuttal	Responses to the opposition's points of view were not accurate and/or relevant	Some responses to the opposition's points of view were weak and irrelevant.	Most responses to the opposition's points of view were accurate and relevant, but several were weak.	Most responses to the opposition's points of view were accurate, relevant, and strong.	All responses to the opposition's points of view were accurate, relevant and strong.	
Totals:						/25