

**Grades 5 to 8**  
**Debate Assessment Rubric**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total</b>
<b>Presentation</b>					
<b>Speech stance.</b>	Consistently uses speech stance and purposeful movements to enhance message	Often uses purposeful movement and/or speech stance.	Seldom uses purposeful movement and/or speech stance.	Does not use purposeful movement and/or speech stance.	
<b>Eye Contact</b>	Consistently looks at entire audience	Looks at entire audience most of the time	Looks at some of the audience some of the time	Rarely or never looks at the audience	
<b>Facial Expression</b>	Maintains purposeful facial expressions	Facial expressions add to presentation	Little variance in facial expressions	Uses no facial expressions	
<b>Volume/ Projection</b>	Speaks loudly and comfortably to be heard by entire audience	Speaks loudly enough to be heard by most audience members	Speaks softly causing some audience discomfort	Cannot be heard	
<b>Rate/Clarity</b>	Varies rate and pauses for natural effect throughout presentation	Often speaks clearly; pace sometimes too slow or fast	Sometimes speaks clearly; pace often too slow or fast	Seldom speaks clearly; pace consistently too slow or fast	
<b>Fluency/Vocal Expression</b>	Speaks with expression and/or no vocal fillers	Speaks with some expression and/or few vocal fillers	Speaks with little expression and/or several distracting vocal fillers	Talk is missing expression and/or vocal fillers create distraction	
<b>Content</b>					
<b>Opening Statement</b> (Grabs attention and fills time, clearly presents issue and viewpoint, introduces group members, introduces 3 arguments)	The opening statement fulfills all of the listed criteria	The opening statement fulfills 3 of the 4 criteria.	The opening statements fulfills 2 of the 4 criteria	The opening statements fulfills 1 of the 4 criteria	
<b>Supporting arguments</b> (Organization and clarity, support, examples and facts are apparent during the debate from start to finish, students are able to clearly articulate their viewpoints)	Viewpoint is completely clear, orderly and easy to follow. Support, examples and facts shared are complete.	Viewpoint is clear. Support, examples and facts shared are appropriately used.	Viewpoint is somewhat clear. Support, examples and facts shared are lacking conviction.	Viewpoint is unclear. Support, examples and facts are lacking.	
<b>Rebuttals (8<sup>th</sup> grade only)</b> (Arguments)	Many effective counter-arguments were made.	Some effective counter-arguments were made.	Few effective counter-arguments were made.	No effective counter-arguments were made.	

made by the opposition are responded to and dealt with effectively)					
<b>Closing statement</b> (Relates back to attention-getter, summarizes presentation, appeals to the audience, leaves the audience thinking and persuaded)	A clear, final appeal/ending is used that leaves the audience thinking and responds to the arguments proposed by the opposition during the debate.	A clear, final appeal/ending is used to summarize and conclude the presentation.	The close of the presentation is planned, but not highly effective.	The debate ends abruptly or incompletely.	
<b>Listening</b>	Listens intently. Does not make distracting noises, movements or exhibit off-task behavior.	Listens intently but has few distracting noises, movements or exhibits off-task behavior.	Does not appear to be listening.	Does not appear to be listening and has distracting noises or movements.	
<b>PRESENTATION TOTAL</b>					