

Class debate 3rd 4th 5th grades

| CATEGORY | 4 | 3 | 2 | 1 |
|--|--|---|---|---|
| Information 4 | All information presented in the debate was clear, accurate and thorough. | Most information presented in the debate was clear, accurate and thorough. | Most information presented in the debate was clear and accurate, but was not usually thorough. | Information had several inaccuracies OR was usually not clear. |
| Rebuttal 4 | All counter-arguments were accurate, relevant and strong. | Most counter-arguments were accurate, relevant, and strong. | Most counter-arguments were accurate and relevant, but several were weak. | Counter-arguments were not accurate and/or relevant |
| Use of Facts/Statistics 3 | Every major point was well supported with several relevant facts, statistics and/or examples. | Every major point was adequately supported with relevant facts, statistics and/or examples. | Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable. | Every point was not supported. |
| Organization 3 | All arguments were clearly tied to the team's main argument and organized in a tight, logical fashion. | Most arguments were clearly tied to the team's main argument and organized in a tight, logical fashion. | All arguments were clearly tied to the team's main argument but the organization was sometimes not clear or logical. | Arguments were not clearly tied to the team's main argument. |
| Presentation style 3 | The speaker consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | The speaker usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | The speaker sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. | The speaker had a presentation style that did not keep the attention of the audience. |
| Persuasive techniques 2 | The speaker clearly understood the topic in-depth and presented their information persuasively and convincingly. Emotive language, repetition, striking anecdotes, personal direct quotes from stakeholders and a compelling metaphor were used to involve the audience. | The speaker clearly understood the topic in-depth and presented their information persuasively, using some of the possible rhetorical techniques. | The speaker seemed to understand the main points of the topic and presented these with few attempts to view persuade the audience. | The speaker did not show an adequate understanding of the topic and did not attempt to persuade the audience. |
| Respect for the other team 4 | All statements, body language, and responses were respectful and in appropriate language. | Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark. | Some statements and responses were respectful and in appropriate language, but some sarcasm did exist. | Statements, responses, and/or body language were consistently not respectful. |
| Role performance 2 | Debate member's role is thoroughly completed. No holes exist in what he/she is supposed to do. | Debate member's role is completed. Many minor holes/A few major holes exist in what he/she is supposed to do. | Debate member's role is not entirely completed. | The majority of the debate member's role is not completed. |

TOTAL SCORE /100