



SPEAKER PERFORMANCE RUBRIC[©]

SCORE & DESCRIPTION	ARGUMENTATION	REFUTATION	ORGANIZATION	PRESENTATION
<p>Developing 1 (60-64 points)</p> <p>This score indicates that a student has yet to master any element of debate. Not a "failure": simply a skill level based on a single debate.</p>	<ul style="list-style-type: none"> Does not provide supporting details (evidence, reasoning, impact) [AREI format] for any assertion 	<ul style="list-style-type: none"> Does not address any of the points of opponents Accepts/makes no attempt at POIs or heckles 	<ul style="list-style-type: none"> Does not group together any arguments or refutations Speaks for one minute or less 	<ul style="list-style-type: none"> Does not display any aspects of effective public speaking *(eye contact, volume, rate, posture, etc.)
<p>Developing 2 (65-69 points)</p> <p>Generally, the speaker is modestly successful in one element (e.g. argumentation) but is ineffective in all other major elements.</p>	<ul style="list-style-type: none"> Rarely provides supporting details (evidence, reasoning, impact) [AREI format] to any assertion 	<ul style="list-style-type: none"> Addresses one (maybe two) of the major opponent arguments Accepts/makes one POI or heckle OR uses POIs and heckles far too frequently and disruptively 	<ul style="list-style-type: none"> Rarely groups together arguments or refutations Speaks for two minutes or less 	<ul style="list-style-type: none"> Rarely displays any aspect of effective public speaking*
<p>Intermediate 1 (70-74 points)</p> <p>The speaker is inconsistent – some speech elements are done well and others are unsuccessful.</p>	<ul style="list-style-type: none"> Sometimes provides supporting details (evidence, reasoning, impact) [AREI format] to any assertion 	<ul style="list-style-type: none"> Uses some indirect refutation with limited effectiveness Makes one or two POIs and heckles OR occasionally disruptive with them 	<ul style="list-style-type: none"> Sometimes groups together arguments and/or refutations Speaks for approximately half of allotted time 	<ul style="list-style-type: none"> Sometimes displays aspects of effective public speaking*
<p>Intermediate 2 (75-79 points)</p> <p>Speaker knows his/her role and tries to accomplish it. He/she is competent and does some things well but is likely to make a few significant errors.</p>	<ul style="list-style-type: none"> Usually provides supporting details (evidence, reasoning, impact) [AREI format] to any assertion 	<ul style="list-style-type: none"> Uses indirect refutation with general effectiveness Sometimes makes effective POIs and heckles - rarely disruptively 	<ul style="list-style-type: none"> Usually groups together arguments and/or refutations Uses (nearly) full speaking time effectively 	<ul style="list-style-type: none"> Usually displays aspects of effective public speaking*
<p>Advanced 1 (80-84 points)</p> <p>Speaker appears comfortable with format, eager to participate and confident. A few inconsistencies in performance, but they are likely only minor distractions.</p>	<ul style="list-style-type: none"> Consistently provides supporting details (evidence, reasoning, impact) [AREI format] to any assertion 	<ul style="list-style-type: none"> Uses some direct (4-Step Method) refutation with some indirect refutation Usually makes effective POIs and heckles 	<ul style="list-style-type: none"> Establishes an effective narrative structure nearly consistently throughout speech Uses speaking time effectively - (nearly) full time 	<ul style="list-style-type: none"> Consistently displays aspects of effective public speaking *
<p>Advanced 2 (85-89 points)</p> <p>An extraordinarily fine speech from a consistently strong debater. Confident and capable, the speaker is an effective model for new debaters.</p>	<ul style="list-style-type: none"> Always provides highly effective reasoning and applies different varieties of evidence Includes detail (evidence, impact, reasoning) [AREI format] with all arguments 	<ul style="list-style-type: none"> Uses a majority of direct (4-Step Method) refutation and limited indirect refutation to answer all of the major points of opponents Always makes effective POIs and heckles 	<ul style="list-style-type: none"> Establishes effective grouping of own (and opponents') points Includes effective introduction and conclusion Uses speaking time effectively - (nearly) full time 	<ul style="list-style-type: none"> Always displays aspects of effective public speaking *
<p>Expert 1 (90-94 points)</p> <p>An outstanding debater delivering a highly successful speech in ALL respects. Still, some room for improvement can be identified.</p>	<ul style="list-style-type: none"> Describes multiple causes & diverse consequences Supplies/analyzes multiple examples of evidence to support sound reasoning Explains detailed and complex issues 	<ul style="list-style-type: none"> Uses only direct (4-step Method) refutation Offers exemplary use of POIs/heckles Uses opponents' ideas to advance own side Investigates inconsistencies in opponent's claims Identifies and exploits opportunity costs, assumptions and logical fallacies 	<ul style="list-style-type: none"> Includes captivating introductions and conclusions Integrates arguments from both sides seamlessly into one compelling presentation Uses speaking time effectively - (nearly) full time 	<ul style="list-style-type: none"> Displays a variety of advanced rhetorical devices such as pausing, repetition, facial expressions, vocal inflection, humor (when appropriate) Presents mastery of aspects of effective public speaking*
<p>Expert 2 (95-100 points)</p> <p>Difficult to identify any error of omission or commission. Unlikely that there will be even one speech of this ranking in several years.</p>	<ul style="list-style-type: none"> Displays mastery of AREI format and all details involved 	<ul style="list-style-type: none"> Responds appropriately, argumentatively and convincingly to every aspect of the opposing speeches 	<ul style="list-style-type: none"> Establishes highly organized structure 	<ul style="list-style-type: none"> Completely engages the judge/audience

Performances are judged using this rubric in the direction of top to bottom. Scores below 60 are reserved for students who are unsuccessful as debaters as well as uncooperative, mean-spirited or disruptive during the debate. Revised May 2019. All rights reserved.