

Debate Competition Rubric

Points given	Respect for the other team	Rebuttal	Use of Information /Resource Information	Understanding of Topic	Organisation and Debate Language
0–1	Statements,responses and/or body language were consistently not respectful	Counter-arguments/ presumptions of the other team's arguments were not accurate/present and/or relevant	Information had some major inaccuracies OR was usually not clear/ not well supported	Did not show an adequate understanding of the topic	The speech lacked any organisation and topics were left without support or tied back to the main point. No strong language used
2–3	Most statements and responses were respectful and in appropriate language, but there was one sarcastic/inappropriate remark	Some counter-arguments/ presumptions of the other team's arguments were present but weak or irrelevant	Some information was accurate, but there were some minor inaccuracies and resources not correctly used to support.	Seemed to understand the general topic, but did not present their understanding well or missed big parts	Some general organisation is present, though not all was organised in a logical fashion. Minimal Debate language
4–5	Statements and responses were respectful and used appropriate language, but once or twice body language was not so.	Most counter-arguments/ presumptions of the other team's arguments were accurate, relevant, and strong	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable and / or the information was not 100% accurate	Mostly understood the topic and presented the topic with more ease	Most arguments were clearly tied to an idea (premise) and organised in a tight, logical fashion and appropriate transitions and debate language present
6–7	All statements, body language, and responses were respectful and were inappropriate language .	All counter-arguments / presumptions of the other team's arguments were accurate, relevant and strong, showing deep thought	All major points were well supported with accurate information from the resources..	Topic was understood, shown by detailed and thoughtful descriptions, examples and points	All arguments were clearly tied to an idea (premise) and organised in a tight, logical fashion, with strong transitional phrases to tie it together.

Writing Rubric

Points given	Essay Presentation	Structure and Organisation	Proper Research	Lexical and Grammatical Range	Level of Analysis
0–1	The essay is written as a single or unfinished paragraph with little formatting.	The essay has a lack of organisational structure and no connective devices.	Points made lack either connection or relevance to the specified resources.	The essay consistently contains grammatical errors or the same words.	The essay contains surface-level points that are easily refuted.
2–3	The essay is written with incomplete standardised formatting, but shows the attempt.	The essay is somewhat organised but is prone to tangents.	Points made have minimal connection or relevance to the specified resources.	The essay correctly uses the most basic grammar and vocabulary items.	The essay contains at least one (1) point with a basic depth of analysis.
4–5	The essay is written using the expected formatting and contains multiple paragraphs.	The essay demonstrates the expected level of organisation. The essay has a beginning, middle, and end.	Points made have stable connection or relevance to the specified resources.	The essay correctly uses the expected grammar and vocabulary items in context.	The essay contains at least two (2) points with a moderate depth of analysis.
6–7	The essay utilises formatting as an applicable part of the essay experience and does so correctly.	The essay exceeds expectations with an advanced organisation and engaging structure.	Points made work cohesively with each other and the specified resources to extend the reach of the argument.	The essay correctly and creatively uses a wide range of grammar, vocabulary items, and literary devices in context.	The essay contains multiple points with a high depth of analysis.

Debate Scoring Details:

- If done accurately, according to the rubric, successful scores would be between 5-6. Excellent debates with a high level of detail, accuracy, debate language and preparation can garner scores of 7.
- The **rebuttal** category is NOT only for those doing the rebuttal section. It's a gauge of the participant's ability to forecast the opposing team's viewpoint, an essential part of debate.
 - **In the introduction, your main purpose is to state your stance and prove to us with evidence WHY your team believes that, but one could note towards the end** "while it may be believed that X is true because it sounds logical or has some evidence in the book, it is not actually accurate because the book also states *"example example example"* which would disprove this idea and further support ours.
 - **In the rebuttal**, the entire purpose is looking at what was just said and refuting it. This is why it's very important to consider both sides of the argument and know ahead of time what the opposition may say, and prepare a rebuttal.
 - **In the closing statement**, it's important to remind the audience what your stance is, and again refute anything that the other team may have brought up in their rebuttal to disprove you. Ensure the audience has no doubt in their mind that your team is correct.
 - A student that does NOT mention anything about the other team's stance, may get a 1 or 2 in this category, depending on how well the rest of their debate goes. Students who DO mention the potential or actual view of the other team, will score between a 3-6 depending on the strength of their points. To achieve a 7 here, the student would have to make a concise and clear statement to shut down a relevant and main potential argument before it's even said.
- **Respect for the other team**- if you do nothing negative at all, you will score a 5. If you are actively polite in your speech, thank your judges, and speak in a calm and respectful tone, you can earn a higher score. If you do anything disrespectful, like goading the other team, using negative language or gestures, if you're not listening politely while they are speaking, you will score a 4 or less.
- **Organisation and debate language**- if you speak in an organised way, with a topic sentence, support and a closing sentence that are linked together, and use some light debate language such as those given as samples in the Teacher



Packs, you will score around a 5. To achieve a 6 or 7 score, students must use a clear organisational structure, transitional phrases to connect sentences and strong debate language.

- **Use of Resource Information-** This category is about the content of your debate, less than the English language or vocabulary you use to present it. Are your arguments logical and from the book/ film? Do you connect those points to the question asked of you? Is what you're saying true/ accurate based on the resource? In this category, the difference between a 4 or 5 score and a 7 is using detailed, accurate information from the book/film to support your team's idea, not just surface-level, obvious points.
- **Understanding of the topic-** Here, to get top marks you need to make it clear that you have deeply and accurately understood the motion/topic. It is connected to the Use of Resource Information category, in that you cannot possibly use accurate and relevant information if you didn't understand the topic to begin with. This category can earn top marks if you prove that you deeply understand the topic being given to you, and are accurately presenting your FOR or AGAINST argument, showing that you understand what it truly means to be FOR or AGAINST that topic.