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| **Argumentation and Delivery**   * Every student should know and understand the parts of an argument * Every student should be able to write and deliver an argument * Every student should be able to refute an argument | | | | |
| **4** | **3** | **2** | **1** | **0** |
| The student advocates a position with multiple strong claims, warrants, and impacts.  The student clearly and persuasively delivers arguments.  The student is able to illustrate logical fallacies in his/her opponent’s case and weigh them in the round. | The student advocates the position with multiple claims, warrants, and impacts.  The student persuasively delivers arguments.  The student points out flaws in his/her opponent’s case and explains what they mean. | The student advocates a position, but the claims, warrants, and impacts do not align with each other.  The student delivers arguments, but it is difficult to understand the arguments being made.  The student points out some logical fallacies, but doesn’t impact the meaning to the audience. | The student attempts to advocate a position, but does not have multiple claims, warrants, or impacts.  The student attempts to present an argument.  The student says there are logical fallacies in his/her opponent’s case, but doesn’t show what they are or how they impact the round. | The student does not use claims, warrants, or impacts in arguments.  The student refuses to deliver an argument.  The student doesn’t show any logical fallacies in his/her opponent’s case. |
| **Research**   * Every student should know how to use academic databases * Every student should be able to know how to analyze information found during the research process | | | | |
| **4** | **3** | **2** | **1** | **0** |
| All information used during the debate comes from an academic database, and is properly cited.  The student refutes his/her opponent’s claims, warrants, and impacts with information from an academic database. | Most of the information used in debate comes from an academic database and is properly cited.  The student makes arguments against his/her opponent’s claims, warrants, and impacts with information from an academic database. | Some of the information comes from an academic database, and some of it is properly cited.  The student makes some arguments against his/her opponent’s case, but doesn’t address all claims, warrants, and impacts with some information from an academic database. | It appears as though the student uses some information from an academic database, but no citations are made.  The student attempts to make arguments against his/her opponents case, but they don’t address the argument and little of the information comes from an academic database. | The student uses no information from an academic database and no information is cited. |
| **Rebuttals**   * Every student must be able to listen to the argument of another person * Every student should be able to critically think about the components of the argument they heard * Every student should be able to illustrate any flaws in the components of the argument they heard. | | | | |
| **4** | **3** | **2** | **1** | **0** |
| The student takes a detailed flow of his/her opponent’s case.  The student refutes his/her opponent’s claims, warrants, and impacts with information from an academic database.  The student is able to illustrate logical fallacies in his/her opponent’s case and weigh them in the round. | The student flows his/her opponent’s case.  The student makes arguments against his/her opponent’s claims, warrants, and impacts with information from an academic database.  The student points out flaws in his/her opponent’s case and explains what they mean. | The student takes some notes, but doesn’t pay full attention to his/her opponent’s case.  The student makes some arguments against his/her opponent’s case, but doesn’t address all claims, warrants, and impacts with some information from an academic database.  The student points out some logical fallacies, but doesn’t impact the meaning to the audience. | The student attempts to take notes, but doesn’t really know what his/her opponent said.  The student attempts to make arguments against his/her opponents case, but they don’t address the argument and little of the information comes from an academic database.  The student says there are logical fallacies in his/her opponent’s case, but doesn’t show what they are or how they impact the round. | The student takes no notes and doesn’t respond to his/her opponent’s case.  The student makes no refutation against his/her opponent’s case.  The student doesn’t show any logical fallacies in his/her opponent’s case. |