Structured Academic Controversy Rubric

	Written Statement	Rebuttal	Teamwork	Presentation
Exemplary	Debater is effective in using emotional, logical, and/or ethical reasoning (and its associated academic language) to persuade the audience Debater uses multiples types of evidence – anecdotes, case studies, analogies, statistics, etc., that clearly support the stated reason The significance and relevance of all evidence is clearly explained to support the stated reason Debater cites sources for all evidence	Debater prepares ample evidence to use in the rebuttal. Debater listens, takes notes, and uses four step rebuttal process to dismantle the opponent's argument.	Team member consistently stays on task. Team member shares information, ideas, and feedback with others on the team and is clear with others about roles. She embodies the term "team player." Team member actively encourages other members to engage in learning. Team member arrives on time, are prepared with all assignments, and are ready to participate in the day's activities.	Debater consistently engages the audience through eye contact, body language, and voice projection. Debater speaks without any filler words.
Proficient	Debater is primarily effective in using emotional, logical, and/or ethical reasoning (and some of its associated academic language) to persuade the audience. Debater uses a variety (at least 2) of evidence types- anecdotes, case studies, analogies, statistics, etc. The significance and relevance of most evidence is clearly explained to support the stated reason Debater cites sources for all evidence (or can upon request)	Debater prepares evidence to use in rebuttal. Debater listens, takes notes, and uses four step rebuttal process to show a weakness of the opponent's argument.	Team member stays on task. Team members often share information, ideas, and feedback with others and are clear about roles. Team member encourages other members to engage in learning. Team member arrives on time, prepared with all assignments, and ready to participate in the day's activities.	Debater engages the audience through eye contact, body language, and voice projection. Debater speaks with few filler words.
Developing	Debater is somewhat effective in using emotional, logical, and/or ethical reasoning to persuade the audience (Academic language is attempted). Debater uses mostly one type of evidence - anecdotes, case studies, analogies, statistics, etc. The significance and relevance of some evidence is explained to support the stated reason Debater cites sources for some evidence (or can upon request)	Debater prepares some evidence to use in the rebuttal. Debater listens, takes notes, and attempts to use the four step rebuttal process to show a weakness of the opponent's argument.	Team member stays on task some of the time. Team member shares information, ideas, and feedback with others on your team and is mostly clear with others about roles. Team member sometimes encourages other members to engage in learning. Team member generally arrives on time and prepared with some assignments and is sometimes ready to participate in the day's	Debater mostly engages audience through eye contact, body language, and voice projection. Debater uses some filler words.

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			activities.	
Emerging	Debater is ineffective in using emotional, logical, and/or ethical reasoning to persuade the audience (Academic language is not attempted). Debater does not use evidence to support his/her reasoning. The significance and relevance of evidence are unclear and/or not explained to support the reason. Debater does not cite sources.	Debater prepares little to no evidence to use in the rebuttal. Debater does not listen or take notes. Debater does not attempt to use the four-step rebuttal process.	Team member rarely stays on task. Team member does not share information, ideas, and feedback with others on your team and is not clear about roles. Team member does not encourage other members to engage in learning. Team member generally arrives late without assignments and is rarely ready to participate in the day's activities.	Debater rarely engages audience through e eye contact, body language, and voice projection. Debater uses filler words frequently.