


# DEBATE RUBRIC

	<input type="checkbox"/> Claim	 Reasoning	<input type="radio"/> Evidence	Discussion Engagement
<b>A Highly Effective Argument</b>	Student makes a compelling argument that strongly supports a claim, selects relevant evidence that supports that claim, and explains the connection between the evidence and the claim. A student's argument anticipates potential rebuttal(s). Student spontaneously uses academic words and phrases in the argument.			Student spontaneously explains his/her thinking, accurately attributes the ideas of others, and questions, builds on, or rebuts those ideas.
<b>An Effective Argument</b>	Student makes an argument that supports a claim using clear reasoning and relevant evidence. Student uses academic words and phrases in the argument.			Student anticipates what others need to know to understand his/her ideas, and questions or challenges the ideas of others.
<b>A Developing Argument</b>	Student makes an argument that is not well developed with relevant evidence and reasoning to back up the claim. Student refers to the text to support ideas with prompting by the teacher or other students. Student uses academic words or phrases by relying on prepared sentence starters, sentence frames, or word walls.			Student discusses only his/her own ideas, with some effort to clarify meaning.
<b>An Ineffective Argument</b>	Student states an opinion without reasoning or evidence. Student uses informal and imprecise language.			Student discusses only his/her own ideas, with little effort to clarify meaning.