

Rubric for The Great Debate

Category	Fails to Meet Expectations 69 and below	Approaches Expectations 70-79	Meets Expectations 80-89	Exceeds Expectations 90-100
<p>Focus and Coherence:</p> <ul style="list-style-type: none"> Do the speakers have a clear thesis? Do they stick to one side of the argument without wavering? 	<p>It is unclear to the audience which side the speaker favors. The thesis is absent or difficult to understand.</p>	<p>The speakers seem to favor one side of the argument more than the other, but a precise thesis is unclear.</p>	<p>Throughout the presentation, the thesis becomes evident to the audience. The speakers never change sides.</p>	<p>From beginning to end, the thesis is extremely clear and is presented in a focused, organized way. They stick to their point wholeheartedly and never waiver.</p>
<p>Presentation:</p> <ul style="list-style-type: none"> Do the speakers make eye contact? Speak loudly and clearly? Show inflection and enthusiasm? Use hand gestures? Engage their audience? 	<p>The speakers do not attempt at all to look up from a page of notes, they are inaudible, and they make no attempt to engage the audience.</p>	<p>The speech is understandable, but the audience is not captivated due to a lack of presentation skills. There is an effort to speak loudly and make eye contact.</p>	<p>The speaker makes eye contact most of the time and occasionally uses hand gestures or inflection. The audience listens and understands the speech.</p>	<p>The speakers connect with the audience because they use eye contact, change their tone of voice, and use actions to support their words. The audience is captivated.</p>
<p>Depth of Ideas/Evidence</p> <ul style="list-style-type: none"> Do the speakers use clear evidence from the play to support their opinions? Do they explain the importance or effect of the evidence? 	<p>Very little, if any, evidence from the play is used to support the argument.</p>	<p>The speakers attempt to use two pieces of evidence from the play to support their argument. The examples may or may not be explained well.</p>	<p>The speakers use three examples from the play to support their argument, but they do not explain the effect of their evidence well.</p>	<p>The speakers use three or more examples from the play to support their argument. The examples are used correctly, and the speakers elaborate and comment on the evidence.</p>
<p>Preparation:</p> <ul style="list-style-type: none"> Do the speakers use notecards appropriately? Is the presentation organized? Do they stay within the time restraints? 	<p>The speeches are way too short or way too long. The speakers appear unfamiliar with what are they saying and who is supposed to speak when.</p>	<p>Parts of the speech seem organized. The speakers may not have notecards or might read directly off of their notecards the entire time. They are close to the time restraints.</p>	<p>The speakers generally hold the interest of their audience. They speak clearly but may have occasional glitches. They appear organized and familiar with their speech and obey time restraints.</p>	<p>The speakers captivate their audience. They stay within the time restraint, transition seamlessly into different parts of the speech, and show clear evidence of rehearsal.</p>