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|  | **Unsatisfactory**  **0-12** | **Emerging**  **13-14** | **Satisfactory**  **15-16** | **Proficient**  **17-18** | **Distinguished**  **19-20** |
| **Opening & Closing Statements** | Arguments are unorganized, incomplete, or completely lacking in evidence. Opening statement and closing statements do little more than state the position of the team. | Somewhat organized presentation of arguments and evidence. Opening statement minimally outlines arguments; closing argument briefly restates the ideas offered in the opening statement. | Organized and generally complete presentation of arguments and evidence. Opening statement outlines or lists arguments and evidence but does not generate interest; closing statement does not reflect remarks made during debate. | Well-organized and complete presentation of arguments and evidence. Opening statement successfully frames the issues; closing statement summarizes many arguments made in the debate. | Extremely thorough, well-organized presentation of arguments and evidence. Opening statement engages the interest of audience; closing statement leaves no unanswered issues and resonates with the audience. |
| **Rebuttals** | Is unable to respond to issues raised by opponents in a meaningful or accurate way. | Seems to be caught off-guard by opponents; offers tentative, somewhat accurate, but possibly vague or illogical responses. Attempts to challenge arguments of opponents. | Responds to most of the issues raised by opponents with generally accurate answers. Offers arguments, but no evidence, to counter the arguments made by opponents. | Responds to issues raised by opponents with accurate and generally concise answers. Challenges the arguments made by opponents; challenges are generally effective. | Responds to issues raised by opponents with concise, accurate, logical answers. Effectively challenges the arguments made by opponents with argument and evidence. |
| **Effective use of historical evidence /content knowledge** | Demonstrates an inadequate understanding of the history/ content relevant to the topic. Supports statements with vague or irrelevant information or no information at all. | Demonstrates a generally accurate understanding of relevant issues, events and facts, but may exhibit minor confusion or misunderstandings. Seems to understand general ideas, but does not support ideas with relevant facts; OR, seems to understand facts but is unable to connect them into coherent arguments. | Demonstrates a basic and accurate understanding of the issues, events and facts relevant to the topic. Demonstrates the ability to make basic connections between facts and concepts. | Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic. Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations. | Demonstrates a sophisticated understanding of the issues, events, and facts relevant to the topic. Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations. |
| **Use of persuasive appeals/Language Use** | Does not use persuasive rhetoric. Uses colloquial, overly simplistic language. Uses language and syntax that is unclear. | Makes minimal use of persuasive appeals. Generally uses language that is appropriate to the discussion. Uses basic but clear language. | Uses some appeals to make argument more persuasive, but may not include a mix of logical, emotional, and ethical appeals. Uses language that is appropriate to the discussion. Attempts to use literary devices to add interest. | Uses logical, emotional, and ethical appeals to enhance effectiveness of argument. Uses language that is appropriate to the discussion. Uses literary devices to add interest. | Makes deliberate and effective use of logical, emotional, and ethical appeals in order to persuade classmates. Uses language that is stylistically sophisticated and appropriate for the discussion. Uses literary devices to enhance the argument. |
| **Performance** | Demonstrates little or no preparation. Fails to maintain respectful online tone. | Lacks confidence. Maintains respectful online tone. Use of preparation materials distracts from quality of performance. | Appears nervous, yet somewhat confident, before classmates. Maintains respectful tone. Use of preparation materials does not distract. | Exhibits confidence and energy in the course of the debate. Maintains respectful tone. Uses preparation materials effectively. | Exhibits confidence, energy, and passion in the course of the discussion. Maintains respectful tone. Accesses preparation materials with ease. |