

Historical Debate Rubric

	Level 4 (8-10 Marks)	Level 3 (7 Marks)	Level 2 (6 Marks)	Level 1 (1-5 Marks)
Knowledge/ Understanding	-shows a high to very high degree of understanding of ideas/concepts/ themes/information	-shows a considerable degree of understanding of ideas/concepts/ themes/information	-shows a moderate degree of understanding of ideas/concepts/ themes/information	-shows an insufficient degree of understanding of ideas/concepts/ themes/information
Thinking/ Inquiry	-uses critical/creative thinking skills to plan a panel discussion collaboratively with a high to very high degree of effectiveness -uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases) with a high degree of effectiveness	-uses critical/creative thinking skills to plan a panel discussion collaboratively with a high degree of effectiveness -uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases) with effectiveness	-uses critical/creative thinking skills to plan a panel discussion collaboratively with moderate effectiveness -uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases) with a moderate degree of effectiveness	-uses critical/creative thinking skills to plan a panel discussion collaboratively with insufficient effectiveness -uses critical listening skills (e.g., identifying main ideas and significant supporting details; note making; assessing validity of arguments and conclusions; making inferences; evaluating implicit and explicit ideas; detecting assumptions, omissions, biases) with little or no effectiveness
Communication	-applies oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) with a high to very high degree of effectiveness -uses academic theoretical language with a high to very high degree of effectiveness	-applies oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) with a sound degree of effectiveness -uses academic theoretical language with a sound degree of effectiveness	-applies oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) with a moderate degree of effectiveness -uses academic theoretical language with a moderate degree of effectiveness	-uses little application of oral communication skills (e.g., correct grammar and sentence structure; rhetorical devices; voice projection; gestures; body language; timing) -does not use academic theoretical language
Application	- organizes researched ideas and information coherently with a high to very high degree of effectiveness	- organizes researched ideas and information coherently with considerable effectiveness	- organizes researched ideas and information coherently with moderate effectiveness	- organizes researched ideas and information coherently with insufficient effectiveness

Comments:

Final Mark: /40