

Rubric for Debate

Student ID _____

BCom Learning Goal 2

Communication Skills: Graduates can communicate complex ideas effectively and accurately in a range of contexts.

BCom Learning Objective 2c

Deliver professional quality presentations using appropriate technology.

Trait	Exemplary	Satisfactory	Unsatisfactory	E/S/U
Audience engagement	<ul style="list-style-type: none"> • Audience fully engaged; • Invokes response from opposition; • Argument conveyed with high level of persuasion; • Argument conveyed with highly authoritative and convincing manner. 	<ul style="list-style-type: none"> • Audience mostly engaged; • Invokes some discussion; • Argument conveyed with some persuasion; • Argument conveyed with suitably authoritative and convincing manner. 	<ul style="list-style-type: none"> • Audience not engaged; • Inability to invoke discussion; • Argument conveyed with minimal persuasion; • Argument not conveyed in an authoritative or convincing manner. 	
Organisation	<ul style="list-style-type: none"> • Well-structured argument; • Message is very clear; • Excellent use of time; • Extremely well prepared. 	<ul style="list-style-type: none"> • Partially structured argument; • Message is mostly clear; • Keeps almost to time; • Well prepared. 	<ul style="list-style-type: none"> • Well-structured argument; • Message is very clear; • Excellent use of time; • Extremely well prepared. 	
Delivery	<ul style="list-style-type: none"> • Smooth, effective, articulate; • Excellent use of language; • Good voice control; • Appropriate eye contact; • Appears relaxed; • Speaks without notes. 	<ul style="list-style-type: none"> • Somewhat effective, reasonably articulate; • Good/appropriate use of language; • Okay voice control; • Mostly appropriate eye contact; • Appears mostly relaxed; • Uses notes occasionally. 	<ul style="list-style-type: none"> • Ineffective or poorly articulate; • Incorrect/inappropriate use of language, filler words, verbose; • Problems with voice control; • Inappropriate or no eye contact; • Appears tense, nervous; • Reads and/or relies heavily on notes. 	
Debating skills	<ul style="list-style-type: none"> • Highly effective use of rhetorical devices, irony, satire, humour, timing; • Considerable evidence of “thinking on feet”; • Highly effective use of counter argument; • Highly effective summing up; • Argument conveyed in a manner which is persuasive, authoritative and convincing. 	<ul style="list-style-type: none"> • Good/effective use of rhetorical devices, irony, satire, humour, timing; • Some evidence of “thinking on feet”; • Some use of counter argument; • Adequate summing up; • Argument conveyed in a manner which is somewhat persuasive, authoritative and/or convincing. 	<ul style="list-style-type: none"> • Poor/ineffective use of rhetorical devices, irony, satire, humour, timing; • No evidence of “thinking on feet”; • No use of counter argument; • Minimal or no summing up; • Argument conveyed in a manner which is not persuasive, authoritative or convincing. 	
Visual aids (quality and use)	<ul style="list-style-type: none"> • Excellent visual aids; • Seamless use of visual aids. 	<ul style="list-style-type: none"> • Appropriate visual aids; • Appropriate use of visual aids. 	<ul style="list-style-type: none"> • Poor quality visual aids; • Inept use of visual aids. 	
Holistic judgement	Excellent debating skills for students at this level.	Satisfactory debating skills for students at this level.	Unsatisfactory debating skills for students at this level.	