|  |  |  |
| --- | --- | --- |
|  | **Denny Heck** | **Marko Liias** |
| Organization and Clarity of Arguments |  |  |
| Use of Facts and Examples |  |  |
| Relevance of Supporting Arguments |  |  |
| Visual and Non-Verbal Performance |  |  |
| Preparation |  |  |
| Directly Answers Questions versus Defection/Dodging |  |  |

*[[1]](#footnote-1)*

**Debate Rubric for Denny Heck**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Organization and Clarity** | **Viewpoints and responses are clear and organized.** | **Most viewpoints and responses are clear.** | **Viewpoints and responses are unclear and disorganized.** |
| **Use of Facts and Examples** | **Arguments are supported with facts and examples.** | **Most arguments are supported with facts and examples.** | **Arguments lack factual support.** |
| **Relevance of Supporting Arguments** | **All supporting arguments are relevant.** | **Many, but not all, supporting arguments are relevant.** | **Few supporting arguments are relevant.** |
| **Strength of Arguments** | **All arguments are strong and convincing.** | **Some arguments are convincing.** | **Arguments are not convincing** |
| **Visual and Non-Verbal Performance** | **Strong visual and non-verbal elements that support the candidate’s performance.** | **Visual and non-verbal elements do not distract from the candidate’s performance.** | **Visual and non-verbal elements distract from the candidate’s performance.** |
| **Preparation** | **Candidate is well prepared.** | **Candidate needs more preparation.** | **Candidate is unprepared to address questions.** |
| **Directly Answers Questions versus Defection/Dodging** | **Every question answered directly without deflection/dodging** | **Occasionally avoided questions or provided partial or incomplete answers to questions.** | **Candidate fails to answer questions.** |

**Total Score\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Debate Rubric for Marko Liias**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Organization and Clarity** | **Viewpoints and responses are clear and organized.** | **Most viewpoints and responses are clear.** | **Viewpoints and responses are unclear and disorganized.** |
| **Use of Facts and Examples** | **Arguments are supported with facts and examples.** | **Most arguments are supported with facts and examples.** | **Arguments lack factual support.** |
| **Relevance of Supporting Arguments** | **All supporting arguments are relevant.** | **Many, but not all, supporting arguments are relevant.** | **Few supporting arguments are relevant.** |
| **Strength of Arguments** | **All arguments are strong and convincing.** | **Some arguments are convincing.** | **Arguments are not convincing** |
| **Visual and Non-Verbal Performance** | **Strong visual and non-verbal elements that support the candidate’s performance.** | **Visual and non-verbal elements do not distract from the candidate’s performance.** | **Visual and non-verbal elements distract from the candidate’s performance.** |
| **Preparation** | **Candidate is well prepared.** | **Candidate needs more preparation.** | **Candidate is unprepared to address questions.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Directly Answers Questions versus Defection/Dodging** | **Every question answered directly without deflection/dodging** | **Occasionally avoided questions or provided partial or incomplete answers to questions.** | **Candidate fails to answer questions.** |

**Total Score\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- |
| **Using the information above, explain which candidate (if any) you think performed better during the debate. Explain your answer by citing specific examples from your chart and the debate.** |
|  |

1. This debate rubric has been adapted from the “Lesson Plan: 2020 Presidential Debate Viewing Guides” produced by C-Span (<https://www.c-span.org/classroom/document/?17137>) [↑](#footnote-ref-1)