

	4	3	2	1
6. Think reflectively to respond between and beyond texts in personal, creative, and critical ways	Student is able to ask insightful questions to clarify their understanding of what the opponent means.	Student is able to ask questions to clarify.	Student should have taken more notes, their questions could be stronger or varied	Students had one or no questions in the rebuttal period.
12. Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking D18. Demonstrate respect for self, others, and the audience	It's clear this student is ready to debate on a respectful level: they've come in with an open mind, they've build off of what their opponent is saying, they've acknowledged the opposite points and even admit when the opposition has made an agreeable point.	Student is respectful to their own team and to the opposing team.	Student is sometimes respectful to their own team and to the opposing team.	Student's interaction results in mocking his/her/their team member or opponent instead of tackling the subject at hand. Their side was unprepared.
15. Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes	Student speaks when it is appropriate to do so and with purpose. Student listens to their team and to their opponent: is engaged in what is being said.	Student often speaks when it is appropriate to do so. Student listens to their team and to their opponent.	Student sometimes listens and is sometimes prepared to speak or sometimes interrupts. Seems to be missing some info.	Student is often not engaged/listening and not prepared to speak.
18. Express and support an opinion with evidence	Student makes three strong points and is able to back up their statements with great examples/evidence from reliable sources.	Student makes three different points with examples	Student doesn't have three points or doesn't give specific examples to help support their points.	Student doesn't have three points and their arguments are vague.
D4. Develop performance skills in a variety of contexts	Student speaks clearly and confidently. They are able to engage their audience/listeners.	Student speaks clearly.	It was hard to hear/understand them.	We couldn't hear/understand the student.

	4	3	2	1
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D4. Develop performance skills in a variety of contexts	Student speaks clearly and confidently. They are able to engage their audience/listeners.	Student speaks clearly.	It was hard to hear/understand them.	We couldn't hear/understand the student.