

SPEAKER RUBRIC GUIDE

NEXTGEN DEBATE

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UNIT 1: ARGUMENTATION

Skill 1: Relating

Level	Objective	Key Change
1	Presents some arguments that relate to the topic	Some
2	Presents arguments that all relate to the topic	All
3	X	
4	Presents arguments that all relate to the topic and are effective	Effective
5	X	
6	X	

Level 1: Some arguments relate to the topic

This skill is obtained when the speaker presents an *argument* and can show a connection to the topic.

Level 3: All arguments relate to the topic

This skill is obtained when the speaker can show a connection between all their arguments and the topic. Essentially, none of their arguments are *off topic*.

Level 4: All arguments relate to the topic and are effective

This skill is obtained as long as all arguments relate to the topic and have at least a minor positive impact for their team.

Skill 2: ARESR

Level	Objective	Key Change
1	Sometimes provides supporting details for their assertions (AREI/ARESR)	Sometimes
2	Usually provides supporting details for their assertions	Usually
3	Always provides supporting details for their assertions	Always
4	X	
5	X	
6	X	

Level 1: Sometimes provides supporting details for their assertions (AREI/ARESR)

This skill is referring to the debaters use of Reasoning, Evidence, Significance, and Results. It is obtained when the speaker displays any Reasoning, Evidence, Significance, or Results and does so at least occasionally.

ARESR is an acronym for *Assertion, Reasoning, Significance, and Results*.

Level 2: Usually provides supporting details for their assertions

This skill is referring to the debaters use of ARESR. It is obtained when the speaker displays any Reasoning, Evidence, Significance, or Results and does so generally and/or under normal conditions.

Level 3: Always provides all supporting details for all their assertions

The speaker must now display all aspects of ARESR for all their assertions as oppose to just any.

Skill 3: New Insights/Extensions

Level	Objective	Key Change
1	X	
2	X	
3	Provides new insights/extensions	
4	X	
5	X	
6	X	

Level 3: Provides new insights/extensions

This skill is obtained when the speaker brings new information into the debate. This may be an *extension* of an argument already mentioned or an entirely new argument all together.

Skill 4: Analyzing

Level	Objective	Key Change
1	X	
2	X	
3	X	
4	Communicates and analyzes a variety of evidence	
5	Communicates and analyzes a variety of strong evidence that provides (at least) probably logical support for conclusions	Strong, probable logical support
6	X	

Level 4: Communicates and analyzes a variety of evidence

The speaker must not just supply evidence, but they must *interpret* it for the judge through a more clear and detailed explanation.

Level 5: Communicates and analyzes a variety of strong evidence that provides (at least) probable logical support for conclusions

The evidence the speaker chooses to analyze must be strong and combed with logic that is likely to happen. This must be done with at least two pieces of strong evidence.

Skill 5: Diverse Impacts

Level	Objective	Key Change
1	X	
2	X	
3	X	
4	Communicates and analyzes a variety of evidence	
5	Communicates and analyzes a variety of strong evidence that provides (at least) probably logical support for conclusions	Strong, probable logical support
6	X	

Level 5: Analyzes multiple and diverse impacts

The speaker must provide more than one explanation that exposes potential benefits and/or consequences. These impacts must be different from each other and not sound repetitive.

UNIT 2: REFUTATION

Skill 1: Structured Refutation

Level	Objective	Key Change
1	Addresses opponents' arguments	Addresses
2	Sometimes uses structured refutation	Sometimes
3	Usually uses structured refutation	Usually
4	Always uses structured refutation	Always
5	X	
6	X	

Level 1: Addresses opponents' arguments

The speaker must mention at least one argument that their opponent mentioned.

Level 2: Sometimes uses structured refutation

The speaker must now at least sometimes use a *structure* when refuting an argument. There is more than one way to structure a refutation; this is one example:

Step 1. What they said

Step 2. Why this is wrong

Step 3. What we said

Step 4. Why this is right

Although this is just one example, others do not differ dramatically and typically contain 4 steps as well.

Level 3: Usually uses structured refutation

The speaker must use a structured refutation and do so generally; under normal conditions.

Level 4: Always uses structured refutation

The speaker must use a structured refutation always within their speech.

Skill 2: POIs and Heckles

Level	Objective	Key Change
1	Attempts to accept or make POIs or heckles	Attempts
2	Sometimes accepts or makes POIs and heckles	Sometimes
3	Usually accepts or makes POIs and heckles	Usually
4	Always accepts or makes POIs and heckles effectively	Always
5	X	
6	X	

Level 1: Attempts to accept or make POI's or heckles

The speaker must at least attempt to either accept or make at least one *POI* or *heckle*

POI stands for Point of Information.

Level 2: Sometimes accepts or make POI's or heckles

The speaker must now occasionally display *successful* POI's and heckles by either accepting them or making them.

Level 3: Usually accepts or make POI's or heckles

The speaker must generally display successful POI's and heckles by either accepting them or making them.

Level 4: Always accepts or make POI's or heckles

The speaker must always display successful POI's and heckles by either accepting them or making them.

Skill 3: Investigating

Level	Objective	Key Change
1	X	
2	X	
3	X	
4	X	
5	Investigates assumptions and inconsistencies in claims	
6	X	

Level 5: Investigates assumptions and inconsistencies in claims

The speaker must discover and examine *unsupported* and *discrepancies* in claims.

Skill 4: Using opponents ideas

Level	Objective	Key Change
1	X	
2	X	
3	X	
4	X	
5	Uses Opponent's ideas to advance own side	

6	X	
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Level 5: Uses opponents' ideas to advance own side

The speaker must take a thought, argument, or action presented by their opponent and use it against them instead of it acting on the speaker.

Skill 5: Direct and Indirect Refutation

Level	Objective	Key Change
1	X	
2	X	
3	X	
4	X	
5	X	
6	Uses direct and indirect refutation effectively against each argument	And, each

Level 6: Uses direct and indirect refutation effectively against each argument

The speaker must utilize both direct and indirect refutation for each argument presented. They must do this effectively.

Skill 6: Sophisticated Responses

Level	Objective	Key Change
1	X	
2	X	
3	X	
4	X	
5	X	
6	Effectively employs sophisticated responses (opportunity costs, logical fallacies and burdens of proof, etc.) to opponents' arguments	

Level 6: Effectively employs sophisticated responses (opportunity costs, logical fallacies and burdens of proof, etc.) to opponents' arguments

The speaker must refer to logical fallacies, burdens of proof, or other defining terms when responded to opponents' arguments.

ORGANIZATION

Skill 1: Grouping

Level	Objective	Key Change
1	Attempts to group sections of the speech (refutations, arguments, etc.)	Attempts
2	Sometimes groups sections of the speech	Sometimes
3	X	
4	Always groups sections of the speech	Always
5	X	
6		

Level 1: Sections of the speech (arguments) are rarely grouped

This skill is obtained when the speaker *combines* related arguments together in a *sequential* format.

Level 2: Sometimes groups sections of the speech

Now the speaker must at least sometimes group their arguments together in a *sequential* format.

Level 4: Always groups sections of the speech

This skill is obtained as long as the speaker always combines relevant arguments together.

Skill 2: Speaking Time

Level	Objective	Key Change
1	Speaks for up to half of the allotted time	Up to half
2	Speaks for more than half of the allotted time	More than half
3	Speaks for a majority of the time effectively	Effectively
4	X	
5	X	
6	X	

Level 1: Speaks for half of their allotted time or less

This skill is a bit more self explanatory.

Level 2: Speaks for more than half of their allotted time

This skill does not need further explanation.

Level 3: Speaks for the majority of allotted time effectively

This skill is obtained when the speaker uses most of their allotted time and does so with a positive result.

Skill 3: Introduction and Conclusion

Level	Objective	Key Change
1		
2		
3	Includes an introduction or conclusion	Or
4	Includes an introduction and conclusion effectively	And, effectively
5	Includes a captivating introduction and conclusion with great effectiveness	Captivating, greatly effective
6	X	

Level 3: Includes an introduction or conclusion

This skill is obtained with the speaker displays an *introduction* or a *conclusion* in their speech.

Level 4: Includes an introduction or conclusion effectively

This skill is obtained when the speaker displays an introduction and conclusion in their speech and does so effectively.

Level 5: Includes a a captivating introduction and conclusion with great effectiveness

Attract and hold the interest of the audience. This is done with a powerful result.

Skill 4: Responding Timely

Level	Objective	Key Change
1	X	
2	X	
3	Responds to clash in a timely manner	
4	X	
5	X	
6	X	

Level 3: Responds to clash in a timely manner

This skill is obtained when the speaker uses sufficient amount of time to respond to clash.

Skill 5: Transitions

Level	Objective	Key Change
1	X	
2	X	
3	X	
4	X	
5	Includes smooth and unique transitions	
6	X	

Level 5: Smooth and unique transitions

This skill is obtained when the speaker uses words or a phrase to indicate change from one topic to another and does so with ease.

Skill 6: Control

Level	Objective	Key Change
1	X	
2	X	
3	X	
4	X	
5	X	
6	Maintains full control of the speech	

Level 6: Maintains full control of the speech

This skill is obtained when the speaker is in full control of their speaking time. POIs and heckles do not intimidate the speaker.

Skill 7: Weaving a Theme

Level	Objective	Key Change
1	X	
2	X	
3	X	
4	X	
5	X	
6	Weaves a theme through the speech from start to finish	

Level 6: Weaves a theme through the speech from start to finish

This skill is obtained when the speaker displays a *trend* in their speech from start to finish.

PRESENTATION

Skill 1: Attempting

Level	Objective	Key Change
1	Attempts to display presentation skills	
2	X	
3	X	
4	X	
5	X	
6	X	

Level 1: Attempts to display presentation skills

This skill is obtained when the speaker at least *attempts* to display any skills listed in the presentation column.

Skill 2: Demeanor

Level	Objective	Key Change
1	Displays respectful demeanor before, during and after the debate	
2	X	
3	X	
4	X	
5	X	
6	Completely captivates the judge and audience with demeanor	

Level 1: The debaters demeanor is respectful before, during and after the debate.

This skill is obtained when the speaker displays signs of respect before, during, and after the debate.

Level 6: Completely captivates the judge and audience with demeanor

The speaker must use demeanor that attracts and holds the interest of the audience throughout their speech.

Skill 3: Eye Contact

Level	Objective	Key Change
1	X	
2	Sometimes displays eye contact	Sometimes
3	Displays engaging facial expression and eye contact	Engaging
4	X	
5	X	
6	X	

Level 2: Sometimes displays eye contact

The speaker must at least sometimes, make eye contact with the audience to obtain this skill.

Level 3: Displays engaging facial expression and eye contact

This skill is obtained when the speaker presents with eye contact and multiple facial expressions that changes depending on the context of their speech.

Skill 4: Vocals

Level	Objective	Key Change
1	X	
2	Displays clear enunciation and pronunciation	
3	Displays vocal inflection	
4	X	
5	X	
6	X	

Level 2: Displays clear enunciation and pronunciation

This skill is obtained as long as the debater speaks clearly and correctly pronounces words.

Level 3: Displays vocal inflection

The speaker must present with a tone of voice that changes with context in their speech.

Skill 5: Gestures

Level	Objective	Key Change
1	X	
2	X	
3	X	
4	Presents with gestures and body movement	
5	X	
6	X	

Level 4: Presents with gestures and body movement

This skill is obtained when the speaker displays appropriate use of gestures and body movement throughout the debate.

Skill 6: Vocabulary

Level	Objective	Key Change
1	X	
2	X	
3	X	
4	X	
5	Displays an engaging vocabulary	
6	Presents a dynamic vocabulary effectively	

Level 5: Displays an engaging vocabulary

This skill is obtained when the speaker displays the use of attractive or interesting vocabulary.

Level 6: Presents a dynamic vocabulary effectively

The speaker must now use a variety of vocabulary to convey their arguments. The speaker must not use the same vocabulary throughout the debate but instead, use synonyms to present a dynamic vocabulary.

Skill 7: Figurative Language

Level	Objective	Key Change
1	X	
2	X	
3	X	

4	X	
5	Displays use of figurative language	
6	X	

Level 5: Displays use of figurative language

The speaker must now use metaphors, allusions, similes, hyperboles, or something similar to describe what they are discussing.

GLOSSARY

Off Topic: not relevant to the subject under discussion.

Argument: a reason or set of reasons given with the aim of persuading others that an action or idea is right or wrong.

Relate: make or show a connection between.

Assertion: An unsupported statement, an opinion. It is also called a “claim.”

Reasoning: The logic that supports the assertion. With reasoning, an opinion makes sense. It answers the questions: Why do you hold this opinion? What is your explanation of the opinion.

Evidence: Reasoning is not enough to complete an argument. Evidence is the proof of reasoning; it confirms our logic. Remind yourself to include evidence by saying “for example.”

Significance: (Think in terms of ‘because’) You must explain why your argument matters. You must appeal both to the reason and emotions of your judge. Help the Judge visual the potential consequences of the issue in a way that makes it important and meaningful.

Results: Compare arguments and reach the conclusion that your position is the better idea. Speak to the judge about the other team’s arguments when comparing them. Judges will use a mental scale to determine whose arguments carry greater weight and why. **Insight:** a piece of information with new understanding within a particular context.

Extension: Extending an argument is when you re-explain and defend an argument in a later speech. Even though your team justified your assertion in

the first speech, you must re explain the argument and defend it against any negative responses.

Interpret: Understanding and explaining the meaning and significance of something.

Structured Refutation: a refutation constructed in a clear and simple way that contains all the necessary components for it to be understandable and effective.

POI: A Point of Information is a request to the speaker making a speech to give some of their speech time to an opponent for argument or question. You cannot make Points of Information to your own teammates.

Heckle: This is a one to three word interaction inserted into the debate. There are both positive and negative heckles. An example of positive heckles include a knock on the table or saying “hear hear” to signify their support for an argument made by the speaker. An example of a negative heckle is the word “shame” spoken in a low voice to signify their strong feeling that the speaker has said something disrespectful. Heckles are not limited to these examples and are often unique, based on the context of the debate.

Successful: accomplishing the intended result or purpose.

Unsupported: lacking evidence or facts

Indirect Refutation:

Direct Refutation:

Combine: to merge, group, or unite.

Sequential: following in a logical order.

Rarely: not often, unusually low.

Arguments: A reason or set of reasons, given with the aim of persuading others.

Sections of the speech: There is no known definition since this term has never been used in debate before.

Allotted: to give or allow up to a certain amount of something.

Effectively: in such a manner as to achieve the desired result

Positive result: A favorable and improved outcome.

Introduction: A preliminary piece of information served to explain or grab attention.

Conclusion: The summing-up of an argument or speech.

Captivating: attract and hold the interest of the audience.

Great effectiveness: successful in producing a powerful result

Sufficient: the right amount of; adequate.

Clash: refutations and/or statements opposing the speakers views such as POI's and heckles.

Smooth: uninterrupted; with no difficulty.

Ease: effortless

Trend: a general direction in which something is developing.

Attempts: make an effort to achieve something.

Enunciate: to speak clearly; without confusion

Pronunciation: The proper way a word is to be spoken

Gestures: a movement of at least part of the body

Engaging: occupy, attract, or involve someones interest

Figurative Language: Metaphors, allusions, similes, hyperboles, or something similar