

Debating Reparations and the Land Acknowledgement Tax: Rubric for Grading (Unit 3 Lesson 5)

Student: _____

Debate Position: _____

Criteria	Unsatisfactory-Beginning 0-16 points	Developing 17-19 points	Accomplished 20-22 points	Exemplary 23-25 points	Total
Respect for Other Team	Statements, responses, tone of voice, and/or body language were consistently disrespectful.	Most statements, body language, and responses were respectful.	All statements, body language, and responses were respectful and appropriate. A frustrated or sarcastic tone was sometimes used.	All statements, body language, responses, and tone of voice were respectful and appropriate.	/25
Teamwork	0-11 points Student did not participate equally during the research and debate process. Much time was spent arguing with the group, being off-task, and/or distracting others.	12 points Student helped out during the research and debate process, but some time was spent arguing with the group, being off-task, and/or distracting others.	13 points Student was usually on task and helped his/her team during the research and debate process.	14-15 points Student was an important part of the team and did his/her fair share of research and speaking during the debate process.	/15
Rebuttal	0-11 points Counterarguments did not address the other team's argument and were not based on evidence from the texts.	12 points Most counterarguments were relevant and accurate, but some comments were weak or did not address the other team's argument.	13 points Counterarguments were accurate and relevant, but not always supported with evidence from the texts.	14-15 points All counterarguments were accurate, relevant, and based on strong text evidence.	/15
Use of Facts & Text Evidence	0-16 points A majority of the argument was not supported with evidence.	17-19 points Many points were not tied back to the texts or based on facts, statistics, or examples.	20-22 points Major points were adequately supported with facts, statistics, and/or examples	23-25 points Every major point was supported with several strong, relevant facts, statistics, and/or examples.	/25

Rubric adapted by Ethan Brooks-Livingston, Instructor of History, Catawba Valley Community College, as part of the 2021-2022 UNC World View Global Fellows Program. For more information about the program, please visit <http://worldview.unc.edu/> 1/2022

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Organization	0-2 points	3 points	4 points	5 points	/5
	Arguments were unorganized and did not connect to a main idea or reason.	Arguments related to a main idea but were not always clear or logically organized.	Most arguments were clearly tied to a main idea and organized in a logical fashion.	All arguments were clearly tied to a main idea and organized in a logical fashion.	
Understanding of Topic	0-3 points	4-5 points	6-7 points	8-10 points	/10
	The student appeared to not understand the topic or his/her role in the debate.	The student seemed to mostly understand the topic but did not always communicate information clearly.	The student clearly understood the topic in-depth and presented his/her information clearly.	The student clearly understood the topic in-depth and presented his/her information clearly and convincingly.	
Presentation Style	0-2 points	3 points	4 points	5 points	/5
	The student spoke as little as possible and did not make eye contact or use a voice level that the audience could clearly hear.	The student spoke so the audience could hear, but mostly read from his/her notes and did not present confidently and convincingly.	The student was confident, made eye contact, and spoke with an appropriate tone and level of voice.	The student was confident and enthusiastic. He/she consistently used eye contact, hand gestures, and an appropriate tone and level of voice.	
TOTAL POINTS (sum of 7 Criteria)					/100

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Instructor Guide and Notes

- Sharing and discussing your Rubric with students is a good idea so that you can all come to a common understanding of what is expected for the collaborative presentation assignment and how students' work will be graded. Students should be able to visibly see a link to the Rubric at the beginning of the assignment in web-enhanced, hybrid, or fully online courses if a course management system is used (e.g., eCollege, Sakai, etc.).
- Rubrics make the process of grading more objective, consistent, and quicker (in the long run) and can also be used when reviewing any grade appeals.
- When grading:
 - Focus on the "Exemplary" mastery level (category) on each criterion before the other mastery levels (i.e., Accomplished, Developing, Beginning-Unsatisfactory) when evaluating and grading each group's presentation. The Exemplary mastery level articulates the highest learning outcome.
- If the rubric doesn't do what you want, adjust it, as needed. For example, modify mastery descriptions to add "context" for the collaborative presentation assignment, if needed. However, be careful to maintain a similar "weighting" of criteria (i.e., "content" should be a significantly higher weighting than the "mechanics" of the assignment). Also, be aware that the "points" assigned for each mastery level have been mathematically calculated and proportioned as follows: overall, Exemplary is ~ 90-100%; Accomplished is ~80-89%; Developing is ~ 70-79%; and Beginning-Unsatisfactory is ~ 0-69%.
- This Rubric will work with both "percentage-based" and "points-based" grading systems. For percentage-based grading systems, it is important that the overall points add up to 100 points to work properly with the Gradebook in the course management system (e.g., eCollege, Sakai, etc.).
- It is recommended that instructors include a "model" of an "Exemplary" presentation so students have a frame of reference before undertaking the assignment.

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