

Evaluation Guide	'A' Exemplary, or assign a numerical value (5)	'B' Strong, or assign a numerical value (4)	'C' Meets minimum, or assign a numerical value (3)	'D' Does not meet minimum requirements, below average. or assign a numerical value (2)
Individual Participation	<ul style="list-style-type: none"> • Always on task • Provides research • Contributes to classroom goals • Exemplary initiative • Exemplary understanding 	<ul style="list-style-type: none"> • Mostly on task • Strong initiative • Strong contribution • Strong understanding 	<ul style="list-style-type: none"> • Minimal initiative • Minimal contribution • Minimal understanding 	<ul style="list-style-type: none"> • Continually needs encouragement to be on task • Weak initiative • Weak or no contribution • No effort at understanding topic
Group Participation	<ul style="list-style-type: none"> • Exemplary contribution group • Exemplary completion of assigned tasks • Seeks to encourage positive group dynamics • Does not overwhelm group-allows all to contribute • Understands role in debate 	<ul style="list-style-type: none"> • Strong contribution to group • Seeks to encourage positive group dynamics • Strong completion of assigned tasks • Carries out assigned tasks and does not wait for the teacher to engage the group 	<ul style="list-style-type: none"> • Contributes, but only minimally • Shows little initiative • Works with others, but shows no enthusiasm toward assigned project • Does not go "above and beyond" 	<ul style="list-style-type: none"> • Does not contribute to group • Shows no initiative to carry out assigned functions • Reluctant to work with others
Evidence and Delivery of Research	<ul style="list-style-type: none"> • Exemplary presentation and evidence of research • Obvious understanding of topic during debate • Arrive for debate prepared • Exemplary visual supports argument 	<ul style="list-style-type: none"> • Strong presentation and evidence of research • Strong understanding of topic • Strong visual supports argument 	<ul style="list-style-type: none"> • Average presentation with some evidence of research • Difficult to discern the recommendation from the debate • Limited research, mostly opinion • A visual attempted 	<ul style="list-style-type: none"> • Little to no evidence of research • No evidence of prior preparation for debate • Weak delivery: does not stick with one option, unclear argument, unsure of what to present • Weak or no visual
Written Recommendation Paper	<ul style="list-style-type: none"> • Exemplary argument is supported by research • Shows exemplary understanding of the topic • 3 or more sources cited • Recommendation is clear and does not waiver • No grammatical or spelling errors • Deadline met 	<ul style="list-style-type: none"> • Strong argument is supported by research • Shows strong understanding of topic • 3 sources cited • Recommendation may be clear, but waivers somewhat • Few grammatical or spelling errors 	<ul style="list-style-type: none"> • Effort made argument supported by some research • Shows moderate understanding of topic • 2 sources cited • Recommendation waivers • Some grammatical or spelling errors 	<ul style="list-style-type: none"> • Weak argument attempted • Shows minimal understanding of topic • One or no sources cited • Recommendation is attempted, but unclear or incoherent • Many grammatical or spelling errors