



Persuasive Speaking Rubric

Points given	Task Response	Structure and Organisation	Cohesion	Lexical and Grammatical Range	Pronunciation
0–1	The speech lacks a clear outline and is not connected to the resources.	The participant has demonstrated little to no organisation.	Ideas are not connected or are presented in an illogical order.	The participant consistently makes grammatical errors or uses the same words.	Pronunciation makes it difficult to understand what is being said.
2–3	The speech follows a basic outline and holds some connection to the resources.	The participant is somewhat organised but is prone to tangents.	Ideas have basic connections through the topic or linking words.	The participant makes only a few grammatical errors, and the participant attempts to use synonyms.	Some key words are mispronounced, and the speaking voice lacks range.
4–5	The speech has a clear outline and direct references to the resources used.	The participant demonstrates the expected level of organisation. Speech has a beginning, middle, and end.	Ideas are linked together by the topic as well as by linking verbs.	The participant makes few to no grammatical or pronunciation errors. The participant has a slightly larger lexicon than average and attempts to use keywords.	Only a few words are mispronounced, and the participant incorporates a range of enunciation techniques.
6–7	The speech incorporates and applies the resources actively, going beyond simple reference.	In terms of organisation, the participant is above average. Speech is well-defined and imaginatively constructed.	Ideas interact with one another and are presented as connected rather than individual.	The participant makes no grammatical or pronunciation errors, and they use unusual or above-average vocabulary.	Their speech is fluid, with clear intonation and enunciation, and is simple to understand.

Debate Competition Rubric

Points given	Respect for the other team	Rebuttal	Use of Information /Resource Information	Understanding of Topic	Organisation and Debate Language
0-1	Statements, responses and/or body language were consistently not respectful	Counter-arguments were not accurate and/or relevant	Information had some major inaccuracies OR was usually not clear/ not well supported	Did not show an adequate understanding of the topic	The speech lacked any organisation and topics were left without support or tied back to the main point. No strong language used
2-3	Most statements and responses were respectful and in appropriate language, but there was one sarcastic/inappropriate remark	Some counter-arguments were accurate and relevant, but several were weak	Some information was accurate, but there were some minor inaccuracies and resources not correctly used to support.	Seemed to understand the general topic, but did not present their understanding well or missed big parts	Some general organisation is present, though not all was organised in a logical fashion. Minimal Debate language
4-5	Statements and responses were respectful and used appropriate language, but once or twice body language was not so.	Most counter-arguments were accurate, relevant, and strong	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable and / or the information was not 100% accurate	Mostly understood the topic and presented the topic with more ease	Most arguments were clearly tied to an idea (premise) and organised in a tight, logical fashion and appropriate transitions and debate language present
6-7	All statements, body language, and responses were respectful and were inappropriate language .	All counter-arguments were accurate, relevant and strong	All major points were well supported with accurate information from the resources..	Topic was understood, shown by detailed and thoughtful descriptions, examples and points	All arguments were clearly tied to an idea (premise) and organised in a tight, logical fashion, with strong transitional phrases to tie it together.

Writing Rubric

Points given	Essay Presentation	Structure and Organisation	Proper Research	Lexical and Grammatical Range	Level of Analysis
0–1	The essay is written as a single or unfinished paragraph with little formatting.	The essay has a lack of organisational structure and no connective devices.	Points made lack either connection or relevance to the specified resources.	The essay consistently contains grammatical errors or the same words.	The essay contains surface-level points that are easily refuted.
2–3	The essay is written with incomplete standardised formatting, but shows the attempt.	The essay is somewhat organised but is prone to tangents.	Points made have minimal connection or relevance to the specified resources.	The essay correctly uses the most basic grammar and vocabulary items.	The essay contains at least one (1) point with a basic depth of analysis.
4–5	The essay is written using the expected formatting and contains multiple paragraphs.	The essay demonstrates the expected level of organisation. The essay has a beginning, middle, and end.	Points made have stable connection or relevance to the specified resources.	The essay correctly uses the expected grammar and vocabulary items in context.	The essay contains at least two (2) points with a moderate depth of analysis.
6–7	The essay utilises formatting as an applicable part of the essay experience and does so correctly.	The essay exceeds expectations with an advanced organisation and engaging structure.	Points made work cohesively with each other and the specified resources to extend the reach of the argument.	The essay correctly and creatively uses a wide range of grammar, vocabulary items, and literary devices in context.	The essay contains multiple points with a high depth of analysis.