

Assessment form – Speaking – Debate

| | Poor | | Average | | Good | | Excellent |
|-----------------------------------------------------------------------------------------------------------------|------|----|---------|----|------|----|-----------|
| 1. CONTENT | | | | | | | |
| Arguments about the topic and relevance of ideas | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Weight of rebuttal and/or clash (counter-argumentation) | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Explanation and Support (evidence, examples, statistics) for arguments /counter-arguments | 8 | 10 | 12 | 14 | 16 | 18 | 20 |
| 2. STRATEGY | | | | | | | |
| Structure: Logical organisation | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Interaction: Questions & answers/comments | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. STYLE/DELIVERY | | | | | | | |
| 3.1. Verbal (Clarity of expression, cohesion/cohesive devices, fluency) | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.2. Verbal (lexical range & appropriacy/ accuracy, grammatical range & appropriacy/ accuracy) | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3.3 Verbal (pronunciation - sounds, weak forms, stress, intonation). | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Non-verbal (gestures, eye-contact, facial expression) & Paraverbal (tone, speed, volume of voice) | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Total 100 | | | | | | | |

Descriptors

| CATEGORY | Excellent | Good | Average | Poor |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Arguments about the topic and Relevance of ideas | The student clearly understands the topic in-depth and presents his/her arguments fully. | The student clearly understands the topic in-depth and presents most of the arguments with ease. | The student seems to understand the main points of the topic and presents those with ease. | The student does not show an adequate understanding of the topic and barely covers it. |
| Weight of rebuttal and/ or clash /counter-argumentation) | All counter-arguments are accurate, relevant and strong. | Most counter-arguments are accurate, relevant, and strong. | Most counter-arguments are accurate and relevant, but several are weak. | Counter-arguments are not accurate and/or relevant. |
| Explanation and support (evidence, examples, statistics) for arguments /counterarguments | Every major point is well supported with several relevant facts, statistics and/or examples. | Most major points were adequately supported with relevant facts, statistics and/or examples. | Most major points were supported with facts, statistics and/or examples, but the relevance of some was questionable. | Most points were not supported. |
| Logical organisation | All arguments are clearly tied to an idea (thesis) and organised in a tight, logical fashion. | Most arguments are clearly tied to an idea (thesis) and organised in a tight, logical fashion. | All arguments are clearly tied to an idea (thesis) but the organisation is sometimes not clear or logical. | Arguments are not clearly tied to an idea (thesis). |
| Interaction | All the questions and answers/comments are relevant and support the argument/ counterargument | Most of the questions and answers/comments are relevant and support the argument/ counterargument | Some of the questions and answers / comments are relevant and support the argument /counterargument | Few of the questions and answers / comments are relevant and support the argument /counterargument |
| Verbal presentation (Clarity of expression, Cohesion/ cohesive devices fluency) | All the information in the debate is presented clearly. Wide range of cohesive devices, consistently coherent. | Most information in the debate is presented clearly. Cohesive devices just adequate. | Sufficient information in the debate is presented clearly. Cohesive devices just adequate, rambling at times. | The information in the debate has several inaccuracies OR is usually not clear. Lack of specific connectors, overall aspect rambling. |
| Verbal presentation (lexical & grammatical range & appropriacy/ accuracy) | A wide range of grammar and vocabulary is used accurately and appropriately. | An adequate range of grammar and vocabulary is used accurately and appropriately. | There are frequent mistakes, limited range of grammar and vocabulary. | There are frequent mistakes, which impede understanding, poor range of grammar and vocabulary. |
| Verbal presentation (pronunciation - sounds, weak forms, stress, intonation) | Pronunciation helps meaning to be conveyed effectively. | Pronunciation helps most meaning to be conveyed. | Pronunciation barely helps meaning to be conveyed. | Pronunciation hinders meaning from being conveyed. |

| | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Non-verbal (gestures, eye-contact, facial expression) & Paraverbal (tone, speed, volume of voice) presentation | Uses non-verbal vocabulary to augment the information transmitted. Maintains eye contact with people involved, facial expression is synchronized with the message that is being communicated. Varies tone, speed and volume. | Maintains good eye contact during the debate and uses a fixed set of nonverbal elements to improve delivery of the speech. Varies at least two of the following: tone, speed, volume. | Makes eye contact throughout most of the debate and uses some gestures to improve delivery of information. Varies one of the following: tone, speed, volume. | Has incoherent facial expressions. Body language employed takes away from the understanding of the message. Makes eye contact sparsely throughout the debate. Speaks too loud or too softly and is monotonous. |
|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|