

PDP RUBRIC 2021

ABBREVIATED

SCORE	DESCRIPTION
60 AND LOWER	Reserved for unsuccessful and mean-spirited, disruptive students. Unlikely that such scores will ever be assigned.
68-69	Well below average for secondary school students. A new debater – little public speaking confidence, little eye contact. No meaningful arguments; no refutation. May not understand the format. Unlikely to use time effectively. These scores must be reviewed by tournament tabulation staff. No use of POIs or argumentative heckles.
70-72	Below average. Inconsistent public speaking and argumentation. Limited organization or refutation. Does not work effectively with teammates. Attempts few POIs. High scores in this range are appropriate for new and inexperienced middle school debaters displaying no apparent format knowledge, with little public speaking and argumentation effort in a debate.
73-76	Average performance. Understands and applies elements of the format, public speaking, and argumentation but relies on notes (too much speech reading). A balance of strong and weak argument positions. Loses organization during presentation. Modest refutation – relies on own arguments without responding to opponents.
77-80	Good performance. Persuasive speaker. Effective argumentation and reasonable refutation. Well organized. Frequent POI attempts and strong POI answers. May add effective heckles. Well researched; good topic understanding and strategy.
81-84	Exceptional performance. <u>Strong</u> in all phases of the debate. Well-designed and executed strategy; effective interaction (POIs and heckles) with opposing side. Nearly all positions are fully detailed (ARES); outstanding refutation.
85-88	Brilliant presentation for middle/high school debating. A model speech for other students. All argument positions include ARES; varied and effective refutation – direct/indirect. Strategic use of POIs and argumentative (not disruptive) heckles to communicate with judge. Highly organized and easy to follow. Skilled use of ancillary public speaking elements, for example, argumentative/thematic introduction and emotionally-connecting conclusion.
89 and higher	A performance that is unlikely to be replicated by any but a few students in US PDP debating during the year. Fully accomplished in every phase of debating. Would be a challenge for top tier university debaters to match the performance (i.e., students with years of with years of additional practice after middle/high school) – virtually flawless. These scores must be reviewed by middle/high school tournament tabulation staff.