2nd Semester Final: Contemporary Athletic Issues 2016-17

You will be constructing a self-assessment in the form an argumentative essay. To complete this process you will need to evaluate your Sports Debate performance on the basis of: (1) Presenting Information in Various Forms and Modalities and (2) Developing Argumentative/Evidence-based writing. You will need to assess these skills cohesively; in others words, you will need to evaluate your ability to develop an argument with various types of support in conjunction with your ability to present the content in a debate structure. In order to standardized your assessment you will base your self-evaluation on the rubrics attached to the bottom of this document. Your first task is to assess your debate performance by reviewing the process; starting with the formulation of your thesis and finishing with the articulation of your outline during the debate (watching your debate). Next, you will need to use the rubrics provided to assess your performance and begin to establish a claim for why you deserve the grade you have determined. You will need to support the grade you claim by using evidence from your performance that aligns with standards provided on the rubrics. Finally, you will compile your assessment into one cohesive argumentative essay. The same rubric you are using to evaluate your debate will be used to evaluate your final argumentative assessment.

Presenting Information in Various Forms and Modalities

	1 (Incomplete)	2 (Needs Development)	3 (Strong)	4 (Exceptional)
Clearly prepared and rehearsed	Student does not seem at all prepared to present.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is completely prepared and has obviously rehearsed.
Demonstrates expertise on the topic/issue	Does not seem to understand the topic very well.	Shows a good understanding of parts of the topic. Evidence needs to connect with issue but attempt is present.	Shows a good understanding of the topic. Making some connections but needs more clarity.	Shows a full understanding of the topic. Clear connection between evidence and issues.
Volume is strong and voice can be heard	Volume often too soft to be heard by all audience members.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members throughout the presentation.
Posture is appropriate and eye contact is made	Slouches and/or does not look at people during the presentation.	Sometimes stands up straight and establishes eye contact.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.

Argumentative Writing Rubric

Categories	1 Emerging	2 Developing	3 Proficient	4 Exemplary
CLAIM Thesis Central Claim Central Assertion	- Contains an unidentifiable central assertion or claim	- Contains an unclear or emerging central assertion or claim - Suggests a vague assertion or a vague position	- Contains a central assertion or claim - Seeks to inform the reader about the topic and/or takes a purposeful position on an issue	- Contains a clear, compelling central assertion or claim - Informs the reader about the topic and/or takes a purposeful position on an issue
EVIDENCE Data Examples [Research]	-Contains limited evidence to support the assertion	-Attempts to support the central claim or assertion with some evidence but may be lacking in quality or relevance -May provide too much data that is irrelevant or unnecessary	- Provides sufficient evidence to explain the topic and support the central claim or assertion	- Provides significant and relevant evidence that develops the topic and supports the central claim or assertion
REASONING Justification Commentary Warrants	-Lacks original analysis or commentary -Lacks connections between most evidence and the central claim or assertion	-Draws limited connections between evidence and thesis statement -May simply restate or paraphrase the evidence, or be lacking in development	-Provides commentary in an attempt to explain the significance of evidence -May need more development or further explanation of evidence	- Original analysis and commentary connects all evidence back to the central claim or assertion (thesis statement) - Explains relationships between the main assertion, topic sentences, and evidence
TONE Formal Tone Style Conventions	-Demonstrates informal or inappropriate tone throughout (errors distract from content). -No evidence of proofreading	-Demonstrates limited awareness of conventions or formal tone with several errors. -Little evidence of proofreading and editing.	-Presents a formal tone with minor errors. -Some evidence of proofreading and editing	-Presents engaging, formal tone with few or no errors in standard conventions of English. -Ample evidence of proofreading and editing.