**Evaluation Rubric for Scholarship Presentations**

**Areas of Evaluation**

Evidence: Students should demonstrate knowledge of the issues and ideas in the literature and the skill of using evidence to support arguments. Evidence is used in a diversity of ways and varies based upon the presenter’s goals. Uses of evidence could include: clearly citing and quoting evidence as authoritative support, using the research process to generate new evidence or understandings of existing evidence, demonstrated awareness of the broader research that evidence is drawn from, etc.

Analysis: Students should demonstrate skills in reasoning and evaluation of their topic. Analysis presents itself in a diversity of ways and can vary based upon the speaker’s goals. Uses of analysis could include: communicating the reasoning process or structure that links evidence to the presenter’s core argument, identifying deficiencies or assumptions in established literature, comparing and selecting arguments, refutation and defense of arguments, etc.

Communication: Students should demonstrate skills in sufficiently explaining their ideas to the audience through communication. Communication is a rich process that involves emotion, character, and connection between the speaker and audience to establish understanding and persuasion about the merit of the student's arguments. Successful communication can vary based on speaker’s goals and style. Examples of communication could include: clear explanations of ideas and their significance, use of voice and non-verbals to convey emotion and character, moments of connection and checking for audience understanding, etc.

Community: Community is reflected in both a presenter’s content and their process of communicating. Students should work to build and strengthen human relationships through the research process and their presentation of their findings. Research and presentations should seek to nurture an atmosphere of respect and dignity for all persons. Community should not be confused with politeness or paternalism. Communities must also show respect for the significance of differences in identity, experience, and social power.

**Scale for evaluation:**

Use the following scale for each category. 0-10. 0 (Did not sufficiently participate), 1 (Poor. The student's debating is counterproductive to this educational goal), 5 (Mixed. The student shows both strengths and significant areas in need of improvement), 10 (Excellent. The student's debating is exceptional in nearly every regard).