

**Course Numbers**

* Intro to Debate: LA125
* Competitive Debate: LA225

**Debate**

2019-2020

0.5 Elective credit. (repeatable)

The four courses in the Speech and Debate family develop student skills in the composition and delivery of speeches and the intricacies of structure, tournament-style debate.

**Competitive Debate** is a repeatable course and should only be taken by students engaged in a school’s competitive debate program. (one semester of competitive debate can be conferred for 0.5 English credit)

<http://secondaryliteracy.dmschools.org/>

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Version: 1.0

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate foundational\* knowledge toward level 3 (could include Level 2 learning targets or success criteria) | 2.0 |
| Demonstrate some foundational\* knowledge of Level 2 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |
| “foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2” |

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

**Guiding Practices of**

**Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

**Course Map**

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| **Grading Topic** | **Content Standards** |
| **Preparation and Research** | * Reading Information 1
* Reading Information 7
* Speaking and Listening 1
* Speaking and Listening 5
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| **Argument Writing** | * Writing 4
* Writing 7
* Language 3
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| **Presentation** | * Speaking and Listening 4
* Speaking and Listening 6
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| **Evaluation** | * Speaking and Listening 3
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| **Preparation and Research** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)*****Students demonstrate they have the ability to:***1. **Cite** textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including where the text leaves matters uncertain
2. **Integrate** and **evaluate** multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem
3. **Initiate** and **engage** effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others’ ideas and expressing their own clearly and persuasively
4. **Apply** strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest
 | **Level 2: (PT)** *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question for the PLC to complete this process:** *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?***Possib**l**e Level 2 Guidance:** |
| **Standard Language CCSS.ELA-Literay.RI.11-12.1**Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.**Standard Language CCSS.ELA-Literacy.RI.11-12.7**Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**Standard Language CCSS.ELA-Literacy.SL.11-12.1**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, texts, and issues, building on others' ideas and expressing their own clearly and persuasively (see A-D for clarifiers)**Standard Language CCSS.ELA-Literacy.SL.11-12.5**Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary** | **Additional Resources** |

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| **Argument Writing** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)*****Students demonstrate they have the ability to:***1. **Gather** relevant information from multiple authoritative print and digital sources, using advanced searches effectively
2. **Assess** the strengths and limitations of each source in terms of the task, purpose, and audience
3. **Narrow** or **broaden** the inquiry when appropriate
4. **Synthesize** multiple sources on a subject in support of the creation of an original argument
5. **Integrate** information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation
6. **Produce** clear and coherent writing in which the development is appropriate to the task, purpose and audience.
7. **Apply** the stylistic conventions and expectations of the task or genre
 | **Level 2: (PT)** *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question for the PLC to complete this process:** * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*

**Possible Level 2 Guidance:** |
| **Standard Language CCSS.ELA-Literacy.W.11-12.7**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**Standard Language CCSS.ELA-Literacy.W.11-12.4**Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **Standard Language CCSS.ELA-Literacy.L.11-12.3**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |

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| **Presentation** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)*****Students demonstrate they have the ability to:***1. **Present** information, findings, and evidence conveying a distinct perspective through a variety of techniques (for example: rate, tone, organization)
2. **Adapts** volume, tone, eye contact, and pacing for the setting, context, and content of a speech or performances
 | **Level 2: (PT)** *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question for the PLC to complete this process:** *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?***Possib**l**e Level 2 Guidance:** |
| **Standard Language CCSS.ELA-Literacy.SL.11-12.4**Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **Standard Language CCSS.ELA-Literacy.SL.11-12.6**Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |

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| **Evaluation** |
| **LEVEL 4: (ET)**A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)*****Students demonstrate they have the ability to:***1. **Evaluate** a speaker's point of view, reasoning, and use of evidence and/or rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
 | **Level 2: (PT)** *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.* **Guiding Question for the PLC to complete this process:** *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?***Possib**l**e Level 2 Guidance:** |
| **Standard Language CCSS.ELA-Literacy.SL.11-12.3**Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |

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