## Structured Academic Controversy (SAC) Rubric

Organization & PreparationPosition was weak and ideas were unclear.Ideas were acceptable, but left out crucial information.Strong5Student was prepared for debate and knowledgeable with background research on role and side.Ideas were clear in some parts.other side; organized and very clear presentation of ideas.other side; organized and very clear presentation of ideas.5Use of Arguments and factual factual information; supportAll emotion with reasons and supporting examples.Emotion was still high but some facts were given. Some and supporting examples were given.Controlled emotion with factual evidence used to support examples.5Student listened and constructivelyNarrow minded and only saw one side.Considered other views.Very open to other views.5Forfessionalism bather ideas.Rude; did not follow rules follow rulesConsidered other views.Very open to other views and ideas. Able to reverse persettives.5Professionalism demeanor during poor body lamguage).Rude; did not follow rulesChatty; followed rules (some eye contact and body language).Some facts and examples.5Professionalism demeanor during poor body language).Considered poor body language).Considered poor body language).Very open to other views.5Student listplay poor body language).Considered poor body language).Considered poor body language).Very open to <th>Criteria</th> <th>1</th> <th>3</th> <th>5</th> <th>Points</th>	Criteria	1	3	5	Points
Arguments and Examplesno facts to support argument. Few 	<b>Preparation</b> Student was prepared for debate and knowledgeable with background research on role	weak and ideas	acceptable, but left out crucial information. Ideas were clear	understanding of position as well as aware of other side; organized and very clear presentation of	5
Listening SkillsNarrow minded and only saw one side.Considered other views.Very open to other views and ideas. Able to reverse perspectives.5Student listened and was open to other ideas.one side.other views.other views and ideas. Able to reverse perspectives.5Professionalism Student displays professional demeanor during the process.Rude; did not (little eye contact and poor body language).Chatty; followed contact and body language).Consensus- maker; follows rules and seeks both sides of the issue (good eye contact and body language).5	Arguments and Examples Student defended reasons with factual information; student harnessed emotion positively	no facts to support argument. Few or no relevant reasons and supporting	still high but some facts were given. Some relevant reasons and supporting examples were	emotion with factual evidence used to support case. Mostly relevant reasons and supporting examples were	5
Student displays professional demeanor during the process.follow rules (little eye contact and poor body language).rules (some eye contact and body language).maker; follows rules and seeks body language).rules the process.poor body language).body language).both sides of the issue (good eye contact and body language).	Listening Skills Student listened and was open to	and only saw		other views and ideas. Able to reverse	5
Tetel Deinte	Student displays professional demeanor during	follow rules (little eye contact and poor body	rules (some eye contact and	maker; follows rules and seeks both sides of the issue (good eye contact and body	5 20/20

## SAC Report:

\_\_4/5

**TOTAL** \_\_\_\_24/25

## **Teacher Comments:**

You did a great job both as an individual and as a member of the group!

Your group appeared to have good synergy and you all seemed comfortable when sharing perspectives and when you all put aside your notes and actively engaged with one another as a group to learn all sides of the issue, seek and provide clarification and come to a consensus. Thank you for all the time and effort you put into this exercise which promoted active listening skills and critical thinking.