

## Structured Academic Controversy (SAC) Rubric

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