

Policy Debate Notebook Evaluation Sheet

SOLO Format

Student Name: _____

Date _____

- Excellent = 5 pts; no or few minor flaws, no major flaws, shows mastery of concepts
- Very Good = 4 pts; some minor flaws to one major flaw, shows good grasp of concepts and beginning mastery
- Satisfactory = 3 pts; numerous minor flaws, several major flaw, shows grasp of basic concepts
- Weak = 2 pts; more than three major flaws, many minor flaws, shows minimal understanding of basic concepts
- Poor = 0 pts; element not present or complete misapplication of concepts

Copy of 1AC (5 pts possible each element)

- ___ Are all case elements present? Definitions, Harms, Plan (Agency, Enforcement, Funding, Mandates), and Advantages.
- ___ Is the full resolution cited with "in particular" for policy area targeted?
- ___ Is the 1AC cohesive as an essay with flowing transitions from case element to case element?
- ___ Is evidence cited to support key elements and woven into case with cites?
- ___ Is there an Introductory opening?
- ___ Is there a summary closing?

Total 1AC Pts. _____/30

Affirmative Evidence (5 pts possible each section)

This must be appropriately "blocked"

- ___ Is it categorized by topic area?
- ___ Is Evidence printed off with full cites (20 pts total on citations)
___ who said it ___ why they are an authority ___ published where (source) ___ when (date)
- ___ Are quotations clear with strike outs as needed to show context?
- ___ Is there reasonable quantity of evidence (at least 2 pieces) for each key element (Harms and Adv)?

Total Affirmative Evidence Pts. _____/35

Negative Evidence (5 pts possible each section)

This must be appropriately "blocked"

- ___ Is it categorized by topic area?
- ___ Is Evidence printed off with full cites (20 pts total on citations)
___ who said it ___ why they are an authority ___ published where (source) ___ when (date)
- ___ Are quotations clear with strike outs as needed to show context?
- ___ Is there reasonable quantity of evidence for each Negative case to date? (2 pieces/harm, Adv, any DisAds)

Total Negative Evidence Pts. _____/35

Completed Quizzes (in separate section).

Quizzes Pts. _____/8

Overall Appearance (Neat,/Clear sections,/Evidence in plastic protectors so you can see all pages easily./4 pts each) _____/12

Extra Credit points _____

Total Notebook Points _____/120 Grade _____

Teacher Comments:

Teacher _____ Date _____

The Debate Notebook

Every student is to keep an individual 3 ring binder as their "Debate Notebook." This notebook must be present at all class meetings and all debate rounds. This notebook will be graded at the end of the theory/resolution portion of our class at Christmas break and returned on our first day back from break. (This means you will need to keep a back up copy of all pertinent case material and evidence over Christmas break, so you can review it at home over break if you need to).

This notebook will be a significant portion of your grade, so you will want to do a good job with it.

The Debate Notebook acts as a "file system" for all things received in class such as student hand outs and quizzes..It will also help you organize your case and evidence. You are required to bring it to every debate round as it holds all case and evidence material which you will use to support your arguments. Showing up to a debate round without a working notebook indicates lack of preparation and intent to debate seriously. (Your grade will reflect such omission.)

Each notebook should have these sections clearly marked and divided:

1. Affirmative Case (1AC) print out (best if in plastic sheet protectors*)

In a round, Each team will need 2 copies: 1 for the opposing team, 1 to keep to study
Note: the 1AC is given to the Negative team after the 1AC speech for prep time then returned at 1NC.

2. Affirmative Evidence (in plastic sheet protectors*)

Each evidence quote "blocked" (grouped) on a page by topic area for easy access.
Each evidence quote clearly "cited" listing author, credentials, source, date
(Create a uniform system so all cite info is always in the same page spot)
Every page grouped by category (either by Harm or topic)

3. Negative Evidence (in plastic sheet protectors*)

Each evidence quote "blocked" (grouped) on a page by topic area for easy access)
Every evidence page grouped in category according to topic or negative case.
Each evidence quote clearly cited listing author, credentials, source, date
(Create a uniform system so all cite info is always in the same evidence spot)

Some "pre-thoughts" of negative arguments may be included, but you cannot pre-write the negative argument as it is an oral response to the Affirmative position and must be assembled on the spot, in "real time," during the round to answer the Affirmative position directly.

4. Quizzes (completed and corrected).

5. Optional Student lesson packets (returning students may have quizzes only. This section may be removed for round use and is no longer required for notebooks for those going paperless but it is assumed through quizzes that packets were read).

6. Optional section for extra credit or any additional reading for any pin award.

*Please place all pages in the sheet protectors so that every page is easily readable without having to pull out from the protector. This means you can have 2 sheets back to back in a protector, facing outward, so each sheet is easily seen as you flip the protector over. This means you cannot stack several pages together, all face up, and place in the protector. because you then have to pull out the sheets to read them. Use vis a vis pen or sticky notes to mark and circle appropriate evidence during a round. This allows multiple uses of evidence.

A file box method may also be used in debate rounds on approval of instructor but will not replace the notebook.