

## Town Hall Meeting Participant Rubric

	<b>Exemplary</b>	<b>Developing</b>	<b>Average</b>	<b>Needs Improvement</b>
<b>Use of 'Devil's Advocate' Strategies</b>	The student uses two or more strategies from the "How to Play Devil's Advocate" handout and effectively trumps another participant's assertion with solid evidence.	The student uses one strategy from the "How to Play Devil's Advocate" handout but may or may not directly respond to another student's assertion. Additionally, more evidence could be used to substantiate the refutation.	The student uses one strategy from the "How to Play Devil's Advocate" but the refutation is unclear and lacking in support.	The student does not use a strategy from the "How to Play Devil's Advocate" handout.
<b>Evidence of Preparation</b>	The student shows extensive thinking by thoroughly answering all questions on the "Character Card" handout. The student has prepared a speech with examples, ample evidence, anticipation of other students' arguments, and persuasive points to address the proposal.	The student answers all the questions on the "Character Card" handout but cites few examples and could have more development in the answers. The student has prepared a speech, but could use additional evidence; there is little anticipation of other students' arguments or response to the proposal.	The student answers some of the questions on the "Character Card" handout. The student has a partially prepared speech that uses either weak or non-topical evidence and fails to address specific points of other students and the proposal itself.	The student fails to answer all the questions on the "Character Card" handout and does not come prepared with a written speech.
<b>Town Hall Meeting Participation</b>	The student is extremely knowledgeable about the topic and his/her role, takes notes during the town hall meeting, uses prepared notes when speaking, asks insightful questions, makes connections with points from other students, and contributes to the meeting with persuasive assertions and rebuttals.	The student is knowledgeable about the topic and his/her role, may or may not take notes during the town hall meeting, has a prepared speech, and contributes to the meeting but without generating debate, specifically responding to other students' arguments, or asking great questions.	The student is not knowledgeable about the topic and his/her role, must be prompted to speak, does not ask good questions that further the meeting, may or may not take notes, and lacks a completed speech.	The student is not knowledgeable about the topic and fails to uphold his/her role in the town hall meeting. The student does not offer his/her opinion or ask questions at all.
<b>Conduct</b>	The student listens well, focuses on the conversation throughout the entire meeting, is respectful of other students' opinions, and uses tact even when employing 'devil's advocate' strategies.	The student listens and stays focused for most of the meeting, but may be impatient and/or dismissive of other students' opinions.	The student listens for some of the time and may be impatient and/or dismissive of other students' opinions.	The student fails to listen, may engage in side conversations, or is disrespectful of other students' opinions.