

Speech & Debate Treatment Fidelity Checklist

Teacher _____ Date _____

School _____ Class _____

Observer _____ Time _____

Score Interpretation

1	2	3	4	5
No evidence of criteria	Some evidence but below 3 (incomplete, inaccurate)	Some evidence of criteria (appropriate use)	Above level 3 but below level 5	Multiple sources of evidence (high quality)

General

General	1	2	3	4	5	NA
Teacher stresses the importance of civil discourse and formal argumentation						
Teacher motivates students to prepare for speech and debate events through careful reading						
Teacher establishes an environment which facilitates open discussion						
Teacher establishes a classroom atmosphere of high expectations for student performance						
Teacher scaffolds instruction with E6 strategies to develop critical thinking skills through analysis of issues related to topic.						
Teacher incorporates vocabulary study as students prepare and participate in speech and debate events						
Teacher arranges the classroom to facilitate speech and debate events, including a performance area and “on deck” stools or chairs						
The classroom has a winner’s wall						
Students clap for all performances						

Summary:

Class Debate

	1	2	3	4	5	NA
Teacher has files on current events available for student use						
Guidelines for the class debate are clear and presented to students through rubrics						
Debate topics are appropriate for student interest						
Debates are text based						
Students interact with text and write their opinions						
The debate is completed in one class period						

Summary:**Oral Interpretation of Prose**

	1	2	3	4	5	NA
Guidelines for the oral interpretation are clear and presented to students through rubrics						
Scaffolding is providing in selection of material, using different voices for different characters, adding drama to the oral interpretation, and body posture and movement						
Students select their own piece of text for oral interpretation						
Students write and memorize the introduction to their prose text						
Students use E6 strategies to read and comprehend their prose text						
Students mark their texts to demonstrate the way they will interpret the text						
Students practice and perform						

Summary:**Declamation**

	1	2	3	4	5	NA
Guidelines for the declamation are clear and presented to						

students through rubrics						
Instruction in the history and power of speeches is provided						
Scaffolding is providing in selection of material, effective oral interpretation of famous speeches, and body posture and movement						
Students select their own speech for interpretation and delivery						
Students time and mark their speeches						
Students practice and perform						
Guidelines for the declamation are clear and presented to students through rubrics						

Summary:

Student Congress	1	2	3	4	5	NA
Guidelines for student congress are clear and presented to students through rubrics						
Instruction in the history and power of Congressional speeches is provided						
Students are motivated to address issues that are important to them						
Scaffolding is provided in selecting topics for writing bills for Student Congress						
Scaffolding is provided in researching topics, interacting with text, and writing bills						
Scaffolding is provided in writing speeches to argue in favor of the bill						
Students are given time to work with a partner to write the bill and practice the supporting speech						
Teachers model the role of Presiding Officer						
Teacher calls the meeting to order						
Calls student(s) forward to present bill						
Opens floor to questions						
Calls for authorship speech						
Calls for negative speeches						
Calls for affirmative speeches						
Calls for a vote						
Students practice being the Presiding Officer, with support from the teacher						
Students participate in practice Student Congress activities						

in order to understand the steps and procedures						
Students practice with their partners and present their bills						
The entire class participates in a Congressional debate						
Guidelines for student congress are clear and presented to students through rubrics						

Summary:

NOTES/REMINDERS FOR NEXT OBSERVATION