

## Key Components

### Summary (“They Say”)

- Curricular debate involves summarizing views from two sources: (a) opponent debaters, and (b) text, used for evidence in the debate (for or against)
- Summary requires careful and close listening and reading
- Key criteria: accuracy, concision, and alignment with refutation and argumentation

### Argumentative Claims (“I Say”)

- All student expression formatted as argumentation in curricular debate
- Secondary arguments organized by main argument
- Models and templates evolve into independent thinking
- Key criteria: clarity, focus, separation, consistency

### Evidence

- Every argument must be supported by evidence
- Reasoning explains how the evidence proves the argumentative claim
- Textual evidence is the focus of rebuttals and refutation
- Key criteria: precise alignment with claim (relevance), strength of reasoning, sufficiency, credibility

### Refutation

- An argument unanswered is conceded – “silence = assent”
- Formal note-taking is crucial
- Refutation is the locus of critical thinking
- Key criteria: responsiveness, comprehensiveness, depth of thinking

### Evaluation

- Rebuttals or closing statements must resolve or reconcile the contradictions in favor of the speaker’s position
- Key criteria: framing, narrative accounting for each aspect of the argument, evidence-basis, argument closure