

RUBRIC FOR THE WRITTEN REPORT OF FINDINGS BY ISSUE RESEARCH GROUPS

(optional beginning of unit)

Component and Its Recommended Value	Exceeds Standards (score 4-5)	Meets Standards (score 3)	Does Not Meet Standards (score 1-2)
I. Answers to Research Questions (60%)	Includes <i>accurate, thorough, detailed answers to all</i> research questions Summarizes information <i>succinctly</i> , into its most important elements	Includes <i>accurate</i> answers to all research questions Summarizes information into its <i>important</i> elements; may be <i>somewhat wordy, or overly simplified</i>	Answers are <i>incomplete, too brief, and/or inaccurate, and/or does not answer some/most</i> research questions Summarizes information <i>too briefly, or copies too much</i> information without summarizing
II. Policy Statement: 1. What position CSA should support (15%)	States proposed stand on the issue <i>clearly and includes details and specific "fine points"</i>	States proposed stand on the issue <i>clearly but in somewhat general terms</i>	<i>Does not</i> state proposed stand on the issue or does so <i>unclearly</i>
2. Why they chose this position (20%)	Defends proposed policy <i>persuasively, using sound logic and detailed evidence</i> gathered from research	Defends proposed policy <i>somewhat</i> persuasively, using logic and <i>some</i> evidence gathered from research	<i>Does not</i> defend proposed policy persuasively; uses <i>unsound logic and/or relies only on emotion and opinion</i> ; evidence from research is <i>not used or is off the point</i>
3. How this position supports the CSA mission statement (5%)	Shows <i>full understanding</i> of the mission of CSA by <i>clearly and thoroughly</i> explaining how the proposed policy supports it	Shows <i>basic understanding</i> of the mission of CSA by clearly explaining how the proposed policy supports it	<i>Does not address or appears to misunderstand</i> the mission of CSA and does not explain how the proposed policy supports it

RUBRIC FOR THE ORAL DEBATE OF FINDINGS BY ISSUE RESEARCH GROUPS

(optional beginning of unit)

Component and Its Recommended Value	Exceeds Standards (score 4-5)	Meets Standards (score 3)	Does Not Meet Standards (score 1-2)
I. One-minute Presentation (25%) A. Synthesis of Information from Research Report B. Proposed Policy Statement 1. What position CSA should support 2. Why they chose this position 3. How this position supports the CSA mission statement	<p>Summarizes information from Research Report <i>succinctly</i>, into its <i>most important</i> elements</p> <p>States proposed stand on the issue <i>clearly</i> and <i>includes details and specific "fine points"</i></p> <p>Defends proposed policy <i>very persuasively, using sound logic and detailed evidence</i> from the report</p> <p>Shows <i>full understanding</i> of the mission of CSA by <i>clearly and thoroughly</i> explaining how the proposed policy supports it</p>	<p>Summarizes information from Research Report into its <i>important</i> elements; may be <i>somewhat wordy, or overly simplified</i></p> <p>States proposed stand on the issue <i>clearly but in somewhat general terms</i></p> <p>Defends proposed policy <i>persuasively, using logic and some evidence</i> from the report</p> <p>Shows <i>basic understanding</i> of the mission of CSA by <i>clearly</i> explaining how the proposed policy supports it</p>	<p>Summarizes information from Research Report <i>too briefly, or reads too much</i> information without summarizing</p> <p><i>Does not</i> state proposed stand on the issue or does so <i>unclearly</i></p> <p><i>Does not</i> defend proposed policy persuasively; uses <i>unsound logic and/or relies only on emotion and opinion</i>; evidence from the report is <i>not used or is off the point</i></p> <p><i>Does not address or misunderstands</i> the mission of CSA and <i>does not</i> explain how the proposed policy supports it</p>
II. Three-minute "Sparring" (50%)	<p>Uses <i>sound</i> logic and <i>detailed</i> evidence to argue <i>very persuasively</i> for their position, following the descriptions above in (B) for questions 1,2,3</p> <p>Responds <i>effectively</i> to counter-arguments from opposing group; listens to their point, uses <i>clear</i> logic and <i>detailed</i> evidence</p>	<p>Uses <i>reasonable</i> logic and <i>some</i> evidence to argue <i>somewhat persuasively</i> for their position, following the descriptions above in (B) for questions 1,2,3</p> <p>Responds <i>adequately</i> to counter-arguments from opposing group; listens to their point, uses logic and evidence</p>	<p><i>Does not</i> use sound logic and detailed evidence to argue persuasively for their position, following the descriptions above in (B) for questions 1,2,3</p> <p><i>Does not</i> respond adequately to counter-arguments from opposing group; <i>does not</i> listen to their point and/or use logic and evidence</p>
III. One-minute Conclusion (25%)	<p>Pulls together the <i>most powerful</i> arguments and pieces of evidence; uses points made by both sides during sparring <i>without being repetitive</i>; <i>wraps up gracefully</i> and stays within time limit</p>	<p>Pulls together the <i>basic</i> arguments and pieces of evidence; uses points made by both sides during sparring; stays within time limit</p>	<p><i>Does not</i> pull together arguments and evidence, or points made during sparring; may repeat previous comments; <i>exceeds or falls very short</i> of time limit, or <i>has to stop</i> without finishing</p>

RUBRIC FOR THE WRITTEN DESCRIPTION OF A BILL AND STRATEGY FOR PASSING LEGISLATION *(middle of unit)*

Key Steps to Be Explained	Exceeds Standards (score 4-5)	Meets Standards (score 3)	Does Not Meet Standards (score 1-2)
1. How to enact change	<i>Clearly and succinctly</i> states what they are seeking to do, and <i>accurately</i> identifies the best means of doing so	<i>Clearly</i> states what they are seeking to do, and <i>accurately</i> identifies the best means of doing so	<i>Does not</i> clearly state what they are seeking to do, and/or <i>inaccurately</i> identifies the best means of doing so
2. How to get legislation started	Describes <i>accurately and in detail</i> the first steps to be taken	Describes <i>accurately</i> the first steps to be taken	Describes <i>inaccurately or omits</i> the first steps to be taken
3. What the proposed bill will say	Follows example format <i>exactly</i> ; the bill: <ul style="list-style-type: none"> • has been given a number and an accurate title, and has lettered sub-parts • states <i>completely, in detailed and precise language</i> what Congress declares to be true, and what action it is taking 	Follows example format <i>closely</i> ; the bill: <ul style="list-style-type: none"> • has been given a number and an accurate title and has lettered sub-parts • states <i>completely and clearly</i> what Congress declares to be true, and what action it is taking 	<i>Does not</i> follow example format closely; the bill: <ul style="list-style-type: none"> • has not been given a number or title, or it is <i>inaccurate and/or inappropriate</i>; sub-parts are <i>not lettered</i> • <i>does not</i> state completely and/or clearly what Congress declares to be true, and what action it is taking
4. Where proposal should be sent	<i>Accurately and completely</i> explains and <i>justifies</i> the choice of which chamber of Congress	<i>Accurately</i> explains the choice of which chamber of Congress	<i>Does not</i> accurately and completely explain the choice of which chamber of Congress
5. What types of proposals can be sponsored	<i>Accurately and completely</i> describes the four forms in which a proposal may be made	<i>Accurately</i> describes the four forms in which a proposal may be made	<i>Does not</i> accurately or completely describe the four forms in which a proposal may be made
6. What type of proposal should be employed	<i>Accurately and thoroughly</i> discusses the reasons for choosing one <i>and rejecting other</i> types of proposals	<i>Accurately</i> discusses the reasons for choosing one type of proposals	<i>Does not</i> accurately discuss the reasons for choosing or rejecting types of proposals
7. How to get proposal into the congressional system for a vote	<i>Accurately explains and justifies in detail</i> how to get <i>this particular</i> proposal into the congressional system for a vote	<i>Accurately</i> explains how to get this <i>type</i> of proposal into the congressional system for a vote	<i>Does not</i> accurately explain how to get this proposal into the congressional system for a vote

Rubric for the Written Description of a Bill and Strategy for Passing Legislation *(continued)*

Component and Its Recommended Value	Exceeds Standards (score 4-5)	Meets Standards (score 3)	Does Not Meet Standards (score 1-2)
8. What a congressional committee is, and its effect on the bill	<i>Accurately, completely, and in detail</i> explains what a congressional committee is, describes its functions and procedures, and tells how a bill moves through each step of the process	<i>Accurately</i> explains the <i>most important points</i> about what a congressional committee is, describes its functions and procedures, and tells how a bill moves through each step of the process	<i>Does not</i> accurately and/or completely explain what a congressional committee is, describe its functions and procedures, and tell how a bill moves through each step of the process
9. How to gain support for the bill	<i>Accurately, completely, and in detail</i> explains how to make congressional members aware of the bill, how to gain support from interest groups, and how congressional sponsors will need to promote the bill	<i>Accurately</i> explains the <i>most important points</i> about how to make congressional members aware of the bill, how to gain support from interest groups, and how congressional sponsors will need to promote the bill	<i>Does not</i> accurately and/or completely explain how to make congressional members aware of the bill, how to gain support from interest groups, and how congressional sponsors will need to promote the bill
10. What happens during debate on the floor of Congress	<i>Accurately, completely, and in detail</i> explains how the House and Senate debate a bill, add amendments or “riders”, and vote on or recommit the bill	<i>Accurately</i> explains the <i>most important points</i> of how the House and Senate debate a bill, add amendments or “riders”, and vote on or recommit the bill	<i>Does not</i> accurately and/or completely explain how the House and Senate debate a bill, add amendments or “riders”, and vote on or recommit the bill
11. How the bill gets to other chamber	<i>Accurately and completely</i> explains how the House and Senate send a bill to the other chamber, may give the bill to a Conference Committee, and vote to approve the final bill	<i>Accurately</i> explains the <i>most important points</i> of how the House and Senate send a bill to the other chamber, may give the bill to a Conference Committee, and vote to approve the final bill	<i>Does not</i> accurately and/or completely explain how the House and Senate send a bill to the other chamber, may give the bill to a Conference Committee, and vote to approve the final bill
12. What options the President has	<i>Accurately and completely</i> explains <i>most important points</i> about how the President may sign, pocket-veto, or veto a bill	<i>Accurately and completely</i> explains the <i>basic information</i> about how the President may sign, pocket-veto, or veto a bill	<i>Does not</i> accurately and/or completely explain how the President may sign, pocket-veto, or veto a bill
13. Chances the bill would make it all the way through legislative process	<i>Accurately, clearly and in detail</i> discusses the <i>realistic</i> chances for their <i>particular</i> bill	<i>Accurately and clearly</i> discusses the <i>realistic</i> chances for their bill or bills of this general type	<i>Does not</i> accurately and/or clearly discuss the <i>realistic</i> chances for their bill or bills of this general type

RUBRICS FOR THE ORAL PRESENTATION OF ALTERNATIVES TO FEDERAL LEGISLATION *(end of unit)*

Component and Its Recommended Value	Exceeds Standards (score 4-5)	Meets Standards (score 3)	Does Not Meet Standards (score 1-2)
I. Explanation of Alternatives to Legislation: (40%) <ul style="list-style-type: none"> • State legislation • State initiative or referendum • Judicial actions (civil lawsuit, Amicus Curiae brief) • Constitutional amendment • Executive order 	Describes all five alternatives <i>clearly, accurately, and in detail</i>	Describes all five alternatives <i>clearly and accurately</i>	Describes alternatives <i>unclearly and/or inaccurately</i> , and/or <i>omits</i> one or more alternatives
II. Recommendation and Defense of Proposed Solutions (40%)	<p>Describes the proposed solution <i>clearly, accurately, and in detail</i></p> <p>Defends the proposed solution <i>logically</i> (relies on reasoning and evidence) <i>and persuasively</i></p> <p><i>Offers a detailed explanation</i> of the likelihood of success of each alternative; <i>considers particular aspects</i> of the policy issue analyzed</p>	<p>Describes the proposed solution <i>clearly and accurately</i></p> <p>Defends the proposed solution <i>logically</i> (relies on reasoning and evidence)</p> <p><i>Mentions or explains briefly</i> the likelihood of success of each alternative; <i>may not</i> refer to particular aspects of the policy issue analyzed</p>	<p>Describes the proposed solution <i>unclearly and/or inaccurately</i></p> <p><i>Does not</i> defend the proposed solution <i>logically nor persuasively</i> (uses <i>vague or opinion-based</i> appeals instead of reasoning and evidence)</p> <p><i>Does not mention or inaccurately</i> explains the likelihood of success of the solution; <i>does not refer</i> to particular aspects of the policy issue analyzed</p>
III. Presentation Skills (20%)	<p>Presentation stays within time limit and <i>uses the right amount of time</i> (<i>not redundant, wordy, nor too brief</i>)</p> <p>Visual materials enhance the presentation and are <i>accurate, carefully mad, and follow the principles of good graphic design</i></p> <p><i>All</i> group members participate <i>substantively</i> and <i>roughly equally</i> in the presentation and are <i>fully</i> able to answer questions</p>	<p>Presentation stays within time limit, but <i>may be a bit too brief or lengthy</i></p> <p>Visual materials enhance the presentation and are <i>accurate</i></p> <p><i>All</i> group members participate <i>substantively</i> in the presentation and can answer questions; <i>some may dominate or play lesser roles</i></p>	<p>Presentation is <i>too brief or too long</i></p> <p>Visual materials are not used, or are <i>inaccurate, poorly made, hard to understand, or otherwise detract from</i> the presentation</p> <p><i>One or more</i> group members <i>do not</i> participate <i>substantively</i> in the presentation and are <i>unable</i> to answer questions</p>