Performance Assessment and Portfolios in Civics and Economics

Teacher’s Guide

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Introduction

With the establishment of the North Carolina High School Exit Standards, beginning with high school freshmen entering high school in 2006-2007, there has been an increased need for guidelines and materials to help establish performance assessments for social studies courses. Two social studies courses, US History and Civics and Economics, are both included in the Exit Standards. Students who are not proficient on the EOCs for these courses will not be allowed to graduate from high school. Because their last hope for meeting the standard is to submit a portfolio of work to a review committee designated by New Hanover County Schools, it is imperative that teachers provide students the opportunity to create such a portfolio.

While every student should be completing a portfolio in preparation for the Exit Standards, it is important to note that doing the work required in a portfolio can be a very rigorous way of demonstrating mastery of the course content. A portfolio, therefore, can be useful to the teacher and the student beyond just making sure that the Exit Standards are met. Portfolios and the performance assessments that comprise them can be a valuable source of evidence of student learning, enhancing and deepening the rigor of the course.

To aid in the creation of these state-mandated portfolios, this guide for performance assessment is offered to teachers. It not only contains suggestions for performance assessments, but also material that allows teachers to create their own items for evaluating student learning. Material on constructing and evaluating assessments will help teachers make rigorous performance assessments and will also help teachers to understand what makes a good performance assessment when they hear of performance assessment ideas from their peers. Finally, material on constructing, managing, evaluating, and storing portfolios is offered to help make the process less cumbersome. Should a portfolio be required for county review (in order to give a student credit for meeting the exit standard), materials are also offered to make this process efficient.

Finally, a note on the suggested items for performance assessment: these items are merely suggestions. Not all of them will be appropriate for every classroom situation. They can be modified and changed to meet the circumstances of the teacher’s class, though it is important not to dilute any rigor in using the items. Teachers are free to substitute their own performance assessments for the ones contained herein as long as the portfolios that are constructed contain only performance assessment items (no quizzes, tests, worksheets, or other low-level materials). Lastly, the items are presented in the same order as the Civics and Economics Pacing Support Document so that this document will align closely.
Performance Assessment

What are Performance Assessments?

By their very name, performance assessments imply that students are doing a complex task. The focus of a performance assessment is to see how well a student can apply his or her knowledge of content by using the skills that he or she has learned. The best performance assessments have several strong characteristics:

- They mirror real-world tasks.
- They require the student to take on a role with an audience.
- They involve the sophisticated use of content knowledge.
- They require the student to demonstrate knowledge of discipline-specific skills.
- They allow students to personalize the task by involving student choice in the content or the product.
- They allow students to see the grading criteria and performance standards at the beginning of the task.
- They focus on important issues.
- They involve rigorous work.

Each characteristic must be present in order for the performance task to have meaning and value as a tool for uncovering what students really know, understand, and can do. Let us look at each characteristic individually to explore what it means.

**They mirror real-world tasks.** A good performance assessment asks the student to use the content knowledge in the same way that an expert in that field would use it. Obviously, we do not expect students to have the same level of sophistication that an expert would have. Yet, the performance tasks can mirror or mimic what an expert would do.

**They require the student to take on a role with an audience.** The student must act as though he or she is performing the same role as an expert in the field. In a way, this prepares students for the real-world by giving them the opportunity to practice what experts really do in each content area. The student learns to see the task as the expert would see it, and considering the potential audience makes the student learn how to shape products for different groups.

**They involve the sophisticated use of content knowledge.** Students in a performance assessment are not asked merely to regurgitate facts. Instead, they must analyze, synthesize, and evaluate content material at a deep level to show that they have more than memorized the content.

**They require the student to demonstrate knowledge of discipline-specific skills.** Students must not only show that they have a deep understanding of content, but that they have the skills to use that content. Reading, writing, and speaking skills are necessary for students to effectively communicate information. Skills which are specific to a discipline—such as analyzing primary sources or understanding causation—are also required in a good performance assessment.

**They allow students to personalize the task by involving student choice in the content or the product.** A good performance assessment will allow a student to have some choice in how the product is chosen or completed. Students must be given the opportunity to choose what topics interest them, as well as how they present the information. This will require students and teachers to consult to make the best choices for students by encouraging them to pick rigorous topics or products that would stretch the students’ abilities.
They allow students to see the grading criteria and performance standards at the beginning of the task. It is critical that students understand the grading criteria and standards for the tasks at the beginning of the task. This means handing out rubrics and/or showing exemplars of excellent work to give students guides for improving their performance.

They focus on important issues. A good performance task must focus on the issues that are critical and central to that discipline. Sometimes, assigned projects cover “favorite topics” that are not central to the Standard Course of Study and do not provide students with the content knowledge necessary for mastery of the course.

They involve rigorous work. Rigor is different for every child. What one student thinks is easy, another might find difficult. Therefore, it is important to encourage students to engage in work that will stretch their abilities. Yet, there has to be a minimum standard for rigor in selecting performance tasks – if the task asks students to do something that is considered to have been part of an earlier grade level, then the task should be re-evaluated.

How do you design a performance task?

There are several steps in designing a performance task.

1. **Select an objective to be measured by the performance task.**
   - What content does the objective measure?
   - If a student has mastered this objective, what would that look like?

2. **Write out the expected content learning outcomes for the task.**
   - What are the most important facts that a student must know for this task?
   - What big ideas and generalizations should a student show in the task?

3. **Write out the expected skill learning outcomes for the task.**
   - What skills should this task measure? Reading, writing, speaking?
   - Do the skills in the task align with the content?

4. **Brainstorm a task that tests the content and skills together.**
   - What is a possible project that could be used?
   - What projects have you used before that could be re-evaluated?

*from Grant Wiggins and Jay McTighe, *Understanding by Design*
5. **Use GRASPS to frame the performance expectations.**
   - Does the project mirror a real-world task?
   - Does the project ask the student to mimic the role of an expert?

6. **Use the 6 Facets of Understanding to check for depth and rigor.**
   - Does the project ask students to regurgitate memorized information?
   - Does the project involve deep understanding of the content?

7. **Write a rubric that guides students to a successful performance.**
   - Is the rubric clear and understandable?
   - Could students use the rubric to self-evaluate their progress?

An important tool for framing a performance assessment is **GRASPS**. It helps to make sure that the task is authentic and real-world. The following stem statements can help teachers write a good performance task.

<table>
<thead>
<tr>
<th>GRASPS</th>
<th>Statement</th>
</tr>
</thead>
</table>
| **G**  | Goal  
The central problem in the task.  
Your task is to ________  
The goal is to ________  
The problem or challenge is ________  
The obstacles to overcome are ________ |
| **R**  | Role  
The “character” the student plays.  
You are ________  
You have been asked to ________  
Your job is ________ |
| **A**  | Audience  
The group who receives the performance.  
Your clients are ________  
The target audience is ________  
You need to convince ________ |
| **S**  | Situation  
The circumstances in which the performance must take place.  
The context you find yourself in is ________  
The challenge involves dealing with ________ |
| **P**  | Product, Performance, Purpose  
The outcome and the reason for doing it.  
You will create a ________ in order to ________  
You need to develop ________ so that ________ |
| **S**  | Standards and Criteria for Success  
The measures of a good product or performance.  
Your performance must ________  
Your work will be judged by ________  
Your product must meet the following standards  
________  
A successful result will ________ |

However, a performance assessment can be designed using GRASPS and yet there can be very little rigor in the performance. Consider the following example:

You are opening a new museum on the Civil War designed to inform and engage young people. Your task is to select a decisive Civil War battle, research the battle, and construct a diorama of the battle. Attach an index card to your diorama containing the date of the battle, the names of the opposing generals, the number of casualties on each side, and the victor. Finally, create a topographical map to show an aerial view of the battlefield. Your map must be drawn to scale. Spelling and neatness count.
While the project might be fun and engaging, the student is not being required to analyze the causes of the war, the significance of the battle or even a series of battles, or to consider the outcome of the war. It is likely that the student will spend an inordinate amount of time working on the diorama and have a very limited understanding of the war at the end of the project. A useful tool for checking for rigor in a performance task is to apply the 6 Facets of Understanding to the task. These 6 facets describe the depth that needs to be in an authentic assessment in order for it to truly measure deep understanding. The following graphic organizer illustrates the 6 Facets of Understanding and is followed by examples of what each facet would mean in a social studies project.

<table>
<thead>
<tr>
<th>Explanation</th>
<th>In an essay, explain how the cotton gin ensured the growth of southern slavery.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation</td>
<td>In an oral presentation, highlight the debate over the legacy of slavery in America.</td>
</tr>
<tr>
<td>Application</td>
<td>Does slavery still exist? If so, where? Create a documentary on this topic.</td>
</tr>
<tr>
<td>Perspective</td>
<td>Compare abolitionist tracts to pro-slavery literature in a brochure on the subject.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Perform or dramatize a spiritual that was about slaves escaping. Explain the meaning behind the spiritual.</td>
</tr>
<tr>
<td>Self-Knowledge</td>
<td>Write an essay that answers the questions “Am I enslaved? To what?”</td>
</tr>
</tbody>
</table>
Consider the following example which combines all of the facets and GRASPS into one meaningful project:

The Public Broadcasting System (PBS) is doing a documentary on the history of North Carolina in the period from 1860 to 1870. To prepare the publicity for the program, copies of hypothetical documents by North Carolina citizens during this time are needed. (GOAL)

You are a local historian (ROLE; EMPATHY); the public relations department for the producers of this program have hired you. You have been contracted to write a speech and a diary entry, both as might have been written by one person at two different points in time. They want you to write from the perspective of a person of your choosing in North Carolina immediately prior to the Civil War (EXPLANATION; INTERPRETATION; PERSPECTIVE; APPLICATION). The first commentary will be a speech delivered on the eve of secession (PRODUCT). It should set the position of this person on the issue of secession. It should be historically justified and engaging to the audience (AUDIENCE) it was intended for. (SITUATION)

The second piece will be a diary entry, written by the same person in 1867 (PRODUCT). This should be a reflective piece commenting on the wisdom of the stand taken in the original speech. The reflection should take into account the values of this person and the consequences of the Civil War to the person and his or her family (EXPLANATION; INTERPRETATION; PERSPECTIVE; APPLICATION). Here the narrative should be historically justified and engaging (STANDARDS) to the audience that the producers of the documentary are trying to attract as viewers. (SITUATION)

Since the producers are not historians, they have also asked you to write a third commentary, this one setting out the historical rationale for the two documents and why you chose the person you selected (INTERPRETATION; SELF-KNOWLEDGE). You realize that this piece will have to be persuasive and clear. (STANDARDS) The contract calls for the submission of these three documents in two weeks.

Using the 6 Facets of Understanding and GRASPS to frame a task can be a powerful way of making sure that the task is authentic and rigorous.

**How does a teacher prepare students for a Performance Assessment?**

It is important to realize that a teacher cannot handout a sheet detailing a project and expect good results if students are never shown how to do good work. The important skills that are demanded in the performance assessment must be taught so that students have the opportunity to practice them before a final project is due. If the project requires an oral presentation, then students must have time before the final due date to practice oral presentation skills. And teachers must provide meaningful feedback to students so that they can learn to be better at whatever skill the assessment measures. There are several specific steps teachers can take to ensure that students will be successful on a performance assessment.

<table>
<thead>
<tr>
<th>Step 1 – Give clear directions and goals.</th>
<th>Teachers should provide a clear set of directions for the project at the beginning of a unit of study. These directions should describe the project, the intended outcomes, any due dates for checking on progress, and the standards for a good project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2 – Establish specific times for monitoring student progress.</td>
<td>Set dates in advance where students are required to submit drafts in order to get feedback on their performance.</td>
</tr>
<tr>
<td>Step 3 – Use feedback to</td>
<td>Students, using rubrics, can self-evaluate their own work as well as</td>
</tr>
</tbody>
</table>
guide progress. critique the work of their peers. Teachers must monitor to this process, making sure that students understand the criteria for the project and are faithfully evaluating themselves and others.

Teachers can also give feedback using rubrics, written comments, or during one-on-one interviews with students. The feedback should be specific, telling students what was acceptable in their work, what was not acceptable, and how to improve.

| Step 4 – Address student difficulties in mini-lessons. | If surveys of draft work show a particular weakness in an area, teachers can do mini-lessons on that particular issue for the entire class. A mini-lesson might include specific ways to avoid making mistakes, a more detailed explanation of the expectations for the project, or the use of example work to illustrate how the project should be completed. |
| Step 5 – Use exemplars to illustrate quality work. | Provide, whenever possible, samples of good work that show a range of possibilities. Do not show just one sample as it will tend to limit students' thinking and creativity. Whenever possible, find three samples for each level on the rubric used to evaluate the project. |

**What does student choice have to do with performance assessments?**

If the goal of education is to make life-long learners who are responsible for their own learning, then it stands to reason that some element of choice should be introduced into any major assessment so that the student has a vested interest in the outcome. There are a number of ways to introduce choice into assessments.

**Choice in Content** – Whenever possible, allow students to suggest their own topics for investigation or select their own research questions. This often requires teacher guidance so that a student does not select something that is trivial or too easy. Teachers can provide suggested lists of topics and ideas, but should be open to additional ones.

**Choice in Process** – How the student goes about doing the project may be negotiated with the teacher. This process of negotiation might include flexible deadlines – after all, in the real world, deadlines are negotiated because the interest is largely in a quality product and not necessarily always meeting time constraints. This process might also include using outside experts or source material beyond what is required in the project. If the student can show a reasonable justification for deviation from the project rules, and if this deviation does not reduce the rigor or challenge in the project, then teachers should be willing to listen. Both parties can write up the proposals in the form of a contract, which holds the student responsible for the choices he or she makes.

**Choice in Product** – Students may show aptitude in certain areas and wish to display their learning in forms other than written. This should be negotiated with the student as well, since there are occasions when a written product should be demanded from all because it is an essential skill to learn. But if there is room for choice, then the teacher and the student can write up a contract to lay out how the learning will be delivered.

It is important to remember in all of this that students should have the right to fail and learn from their mistakes. This is a part of life. Students must be encouraged to self-evaluate so that when they encounter difficulties or find that some choice they made did not go as planned, they will not quit the project. Provide guidance and be flexible to ask them to consider what went wrong and how it can be fixed.
What is the best way to score a performance assessment?

The soundest method for scoring a performance assessment is to use a rubric. Unfortunately, the quality of rubrics available varies widely and it is often difficult to find a useful rubric that will clearly communicate how well the student has performed. It is also important to note the differences between rubrics and checklists. While checklists provide convenient lists of standards that must be included in a project, they are not detailed enough to provide the kind of feedback students need to improve their work. There are several considerations when selecting and designing rubrics.

Is the rubric analytic or holistic?

An analytic rubric judges specific traits of a product and gives points for each trait. The points are then added up to produce a total score. Analytic rubrics are great for giving solid feedback to students and they are good for multi-part, complex products. Their major drawback is that they are time-consuming to develop and use.

A holistic rubric judges the product as a whole and assigns one “overall” score for the product. Rather than judging every specific part of the project, the judge sees the entire result, making this type of rubric useful for evaluating large-scale assessments (such as AP exams). They provide less specific feedback, but take less time to make and use.

<table>
<thead>
<tr>
<th>A. Cell Parts Data Table</th>
<th>10 Points</th>
<th>7 Points</th>
<th>4 Points</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions correct and complete</td>
<td>Functions correct</td>
<td>Functions and Kingdoms not complete or not correct</td>
<td>No functions or kingdoms</td>
<td></td>
</tr>
<tr>
<td>Kingdoms correctly identified</td>
<td>Kingdoms incorrect</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers show understanding of organelle functions</td>
<td>Answers show some understanding of functions</td>
<td>Answers copies from book and show no understanding</td>
<td>No answers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Model</th>
<th>10 Points</th>
<th>7 Points</th>
<th>4 Points</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate, informative, and easily interpreted</td>
<td>Accurate and informative</td>
<td>Inaccurate and hard to interpret</td>
<td>No model</td>
<td></td>
</tr>
<tr>
<td>3-D and able to be displayed appropriately</td>
<td>Not 3-D or cannot be displayed appropriately</td>
<td>Not 3-D and cannot be displayed appropriately</td>
<td>No model</td>
<td></td>
</tr>
<tr>
<td>Creative, materials correspond to functions or structure</td>
<td>Creative, materials somewhat correspond to structure or function</td>
<td>Somewhat creative or materials don’t correspond to structure or function</td>
<td>No model</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Intro to Graphing</th>
<th>10 Points</th>
<th>7 Points</th>
<th>4 Points</th>
<th>0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>All problems completed, answers show understanding of graphing process</td>
<td>All problems completed, answers show some understanding of graphing process</td>
<td>Problems completed</td>
<td>Problems not completed</td>
<td></td>
</tr>
</tbody>
</table>

Totals
| 8-9 Essay: | \begin{itemize} 
| contains a well-developed thesis that addresses the effectiveness of the Roosevelt administration’s responses to the problems of the Great Depression and how these responses changed the role of the federal government |
| presents a strong analysis of several responses to the problems of the Great Depression, evaluates their effectiveness and discusses changes in the role of the federal government |
| uses effectively a substantial number of documents |
| supports thesis with substantial and relevant outside information |
| may contain minor errors |
| is clearly organized and well written |
\end{itemize} |

| 5-7 Essay: | \begin{itemize} 
| contains a thesis that identifies the effectiveness of the Roosevelt administration’s responses to the problems of the Great Depression and provides some connection to the changing role of the federal government |
| states some responses to the problems of the Great Depression with limited analysis of their effectiveness, and with some connection to the changing role of the federal government |
| uses effectively some documents |
| supports thesis with outside information |
| may have errors that do not seriously detract from the quality of the essay |
| shows acceptable organization and writing, language err |
\end{itemize} |

| 2-4 Essay: | \begin{itemize} 
| contains a limited or underdeveloped thesis |
| responds to the question in a general manner; simplistic treatment of responses to the problems of the Great Depression, and/or simplistic presentation on the changing role of the federal government |
| merely refers to, quotes, or briefly cites documents |
| contains little outside information that is inaccurate or irrelevant |
| may have major errors |
| may be poorly organized and/or written |
\end{itemize} |

| 0-1 Essay: | \begin{itemize} 
| lacks a thesis or simply restates the question |
| demonstrates an incompetent or inappropriate response |
| has little or no understanding of the documents, or ignores them completely |
| has substantial factual errors |
| is poorly organized, and/or poorly written |
\end{itemize} |

| – Essay: | \begin{itemize} 
| is completely blank or off topic |
\end{itemize} |

**What are the criteria to judge the product?**

The criteria are the standards on which the product will be graded. In general, most criteria include several key components:

- **Content** – the information used in the product (facts, details, generalizations)
- **Quality** – how well the product was put together (grammar, neatness, layout)
- **Process** – how well the work was completed (deadlines, use of sources, time management, interaction with group)
- **Impact** – how the product as a whole worked together to inform or persuade an audience

There are a wide variety of criteria on which to judge projects and most of these criteria depend on the type of project assigned. The specific criteria for a powerpoint would be different from a formal paper just as speech would have different criteria than a brochure. However, the criteria for most work will have
some similarities; all good writing, for example, shares certain traits. This means that teachers will not have to design criteria (and thus rubrics) for every assignment.

**What are the levels of performance for a product?**

After selecting criteria for evaluating a product, it is important to decide how many levels of performance there will be. In this regard, it is best to have a scale that has an even set of numbers (i.e., 1-4, 1-6, 1-8, etc.) because odd-numbered scales create a tendency for teachers to use the middle score far too often (this is called regression to the mean).

A typical set of levels would include:
0 – for work not completed or for elements missing
1 – for work that has major errors and demonstrates a need for thorough revision
2 – for work that has a few major errors and is developing
3 – for work that has met the minimal requirements of the project
4 – for outstanding or superior work with very few errors

Some teachers choose to label these levels (below standard, at standard, exceeds standard, developing, intermediate, proficient, advanced, etc.) but others choose to use numbers only. One danger in using labels that is overly negative labels (e.g. “minimally competent,” “abysmal,” or “unacceptable”) can often discourage students and cause them to adopt the labels as fixed, accurate depictions of themselves.

One note on the number of levels: when designing an analytic rubric, the greater the number of levels, the larger and more complicated the rubric. While a larger number of levels gives the teacher finer discrimination between levels of performance, it can be unwieldy to use. Be aware of the trade-offs and issues involved when selecting the number of levels for a rubric.

**How does one write the descriptions for each level of performance?**

It is best to start with the standard level of performance. What are the minimum expectations for each criterion listed? What would an acceptable product or performance look like? Try writing a description of this acceptable product or performance. Then work up to the next level by describing a product that goes above and beyond the minimum requirements. Then work down by describing products that get progressively weaker.

Keep your descriptions parallel. If the acceptable performance says “thesis is solid and defendable” then the other levels must reference the thesis as well. Here is an example of a parallel set of descriptions:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis is unclear and unfocused such that it is nearly impossible to be defended.</td>
<td>Thesis is weak, leaving doubt as to its ability to be defended.</td>
<td>Thesis is defendable.</td>
<td>Thesis is imaginative, creative, or unique as well as defendable.</td>
</tr>
</tbody>
</table>

A common snag in writing descriptions is the use of adjectives that leave doubts about the quality of work desired. In the examples above, a level two thesis is described as “weak.” What exactly does “weak” mean? These descriptors may still not provide enough help to students seeking to understand what each level of performance means in the real world. This requires the teacher to thoroughly explain and demonstrate what such terms as “weak” and “outstanding” mean.
**Tips for Using and Designing Rubrics**

<table>
<thead>
<tr>
<th>Tip</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tip 1</td>
<td>Use the same rubric for similar activities (all writing assignments should be evaluated using the same rubric). This allows students to see their progress over time on the same standards.</td>
</tr>
<tr>
<td>Tip 2</td>
<td>Write rubrics in student-friendly language. Do not assume that students know what you mean.</td>
</tr>
<tr>
<td>Tip 3</td>
<td>Provide the rubric at the beginning of the project and go through it to give students a thorough knowledge of the expectations. Periodically review the rubric as students work on the project to draw them back to the standards.</td>
</tr>
<tr>
<td>Tip 4</td>
<td>Allow students to self and peer assess with rubrics. Students should practice evaluating their own work and the work of others so that they gain a deeper understanding of the requirement of the project.</td>
</tr>
<tr>
<td>Tip 5</td>
<td>Show students exemplars. Provide samples of work at each of the levels of performance so that students can “see” and “touch” a level 1, 2, 3, or 4 project. If you save multiple exemplars for each level, it will discourage students from merely copying one sample.</td>
</tr>
<tr>
<td>Tip 6</td>
<td>Separate the grading scale from the rubric. When using the rubric, students should be focused on creating an excellent product, not on merely attaining a grade.</td>
</tr>
</tbody>
</table>

Invest some time in gathering and creating excellent rubrics that you can use repeatedly. Each time you design a new project, design or find a rubric to use with that project and, over time, you will build a collection of rubrics. But, don’t forget that no rubric ever replaces the genuine comments and constructive feedback that you, as a teacher, can provide. Conferencing with students about their work is a great way to convey helpful information about student progress and to build relationships.

**What are Possible Products?**

Here is a list of products and performances that can be customized to create a specific project. Simply choose a product or performance and then apply to a period of time or a topic (or let students choose).

<table>
<thead>
<tr>
<th>Written Products</th>
<th>Oral Products</th>
<th>Visual Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>• advertisement</td>
<td>• audiotape</td>
<td>• advertisement</td>
</tr>
<tr>
<td>• biography</td>
<td>• conversation</td>
<td>• banner</td>
</tr>
<tr>
<td>• book report/review</td>
<td>• debate</td>
<td>• cartoon</td>
</tr>
<tr>
<td>• brochure</td>
<td>• discussion</td>
<td>• collage</td>
</tr>
<tr>
<td>• editorial</td>
<td>• dramatic reading</td>
<td>• computer graphic</td>
</tr>
<tr>
<td>• essay</td>
<td>• dramatization</td>
<td>• data display</td>
</tr>
<tr>
<td>• experiment report</td>
<td>• interview</td>
<td>• design</td>
</tr>
<tr>
<td>• historical fiction</td>
<td>• oral presentation</td>
<td>• diagram</td>
</tr>
<tr>
<td>• journal</td>
<td>• poetry reading</td>
<td>• diorama</td>
</tr>
<tr>
<td>• letter</td>
<td>• puppet show</td>
<td>• drawing</td>
</tr>
<tr>
<td>• log</td>
<td>• radio script</td>
<td>• filmstrip</td>
</tr>
<tr>
<td>• magazine</td>
<td>• rap</td>
<td>• flyer</td>
</tr>
<tr>
<td>• article</td>
<td>• skit</td>
<td>• game</td>
</tr>
<tr>
<td>• memorandum</td>
<td>• song</td>
<td></td>
</tr>
<tr>
<td>• newspaper article</td>
<td>• speech</td>
<td></td>
</tr>
<tr>
<td>• play</td>
<td>• teach a lesson</td>
<td></td>
</tr>
</tbody>
</table>

|                      |                | • graph          |
|                      |                | • map            |
|                      |                | • model          |
|                      |                | • painting       |
|                      |                | • photograph     |
|                      |                | • poster         |
|                      |                | • powerpoint     |
|                      |                | • questionnaire  |
|                      |                | • scrapbook      |
|                      |                | • sculpture      |
|                      |                | • storyboard     |
|                      |                | • video          |
|                      |                | • web site       |
Using Portfolios

What is a Portfolio?

A portfolio is a collection of samples of student work selected by the student which demonstrate the student’s effort, progress, and achievement toward mastery of objectives. A portfolio contains:

- guidelines for what is to be selected
- criteria for evaluating selections
- clear objectives that must be met in the selections
- only the most significant pieces of the student’s best work
- self-reflections from the student on his or her work

Work samples can include a variety of items such as:

| graded items | self-assessments |
| ungraded items | journals |
| compositions/essays | pictures |
| tests | projects |
| checklists | interviews |
| performances | formal test scores |
| videotapes | student reflections |
| audiotapes | observations |

A portfolio is not a notebook in which a student keeps all his or her materials for a year. The portfolio serves a different purpose.

When should a portfolio be started?

The portfolio process begins on the first day of the course when the teacher explains to the students how the portfolio will be part of the evaluation of the students in the course. The expectations must be laid out clearly at the beginning and the process and contents of the portfolio must be reviewed with students periodically until the portfolio is completed.

Teachers should build a schedule for portfolio review that helps students to plan for completing the portfolio on time. Waiting until the last minute can prove disastrous. Planning for periodic reviews of the portfolio also gives teachers the time to ask students to self-reflect on the evidence that they have gathered as well as to provide an opportunity for teachers to give feedback to students about their progress.

How should the portfolio be constructed?

1. Identify a clear purpose for the portfolio.
2. Select the objectives that the portfolio is designed to measure.
3. List the types of entries that will be acceptable for the objectives.
4. Decide how many entries are to be included.
5. Select a location to store the portfolios and set up dates for periodic reviews of them.
6. Set the criteria for judging the work (using rating scales, rubrics, or checklists) and make sure students understand the criteria.
7. Review the student’s progress periodically.

**What should the objectives be?**

The objectives of the standard course of study provide a great place to start for figuring out what objectives students should be meeting in the portfolio. However, it may be burdensome to have students select a piece of evidence for each objective (the portfolio would be enormous); additionally, one evidence could meet several objectives. For the purposes of students meeting the exit standards for Civics and Economics, at least one evidence for each goal will be sufficient in the event the portfolio is required for review before the county review committee. More are welcome if there is doubt.

**How should the portfolio be evaluated?**

The portfolio will contain two elements for evaluation: the individual pieces and the portfolio as a whole. Both will be evaluated differently:

- Individual pieces will be scored according to the task at hand (a writing task, speaking task, etc.)
- The portfolio as a whole will be scored on the basis of whether or not it shows that the student has mastered the objectives.

The teacher must consider, too, the object of the assessment. If the object is to measure a student’s progress, then the first pieces in the portfolio will be of lower quality while the later pieces will be of higher quality. If the object is to measure mastery, then all of the pieces should represent the student’s best work. If the object is to measure effort, then the pieces selected will show how hard the student worked, regardless of the quality of that work.

Here is a list of suggested criteria to consider in designing portfolio rubrics:

<table>
<thead>
<tr>
<th>Variety</th>
<th>Do the pieces show a range of abilities in different formats and media?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>Do the pieces show that the student has grown in his or her ability during the course?</td>
</tr>
<tr>
<td>Completeness</td>
<td>Do the products show evidence of being finished?</td>
</tr>
<tr>
<td>Organization</td>
<td>Are the products organized systematically by objective or goal?</td>
</tr>
<tr>
<td>Fluency</td>
<td>Do the products effectively communicate the student’s ability?</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Do the products show attention to the relevant details and facts of the content?</td>
</tr>
<tr>
<td>Effort</td>
<td>Do the products show that the student has given his or her best to complete the portfolio?</td>
</tr>
<tr>
<td>Format</td>
<td>Does the format show evidence of care in completion by being neat and clean?</td>
</tr>
<tr>
<td>Justification</td>
<td>Does the student justify through self-reflections why he or she has included certain pieces of evidence in the portfolio?</td>
</tr>
<tr>
<td>Directions</td>
<td>Did the student follow directions in the completion of the portfolio?</td>
</tr>
<tr>
<td>Fitness</td>
<td>Do the products selected clearly match the objective or goal? Could a better product have been selected?</td>
</tr>
</tbody>
</table>
What would rubrics for portfolio evaluation look like?

During the creation of the portfolio, it would be best to use detailed and specific rubrics to help students complete the process. These types of rubrics are known as analytic rubrics. The more detail that the rubric can have, the more likely the students will be able to complete the portfolio successfully and provide themselves with feedback by using the rubric. Checklists can also be used to remind students of absolute requirements as long as it is noted that a checklist does not substitute for a rubric.

To grade the final product, a holistic rubric would likely be the best. Holistic rubrics generally do not have the detail of an analytic rubric; holistic rubrics are great for scoring large quantities of products and have been shown to be more reliable when more than one person is scoring the product.

A Sample Analytic Rubric for a Portfolio

<table>
<thead>
<tr>
<th>EVIDENCES</th>
<th>Not Present</th>
<th>Developing</th>
<th>Acceptable</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety</td>
<td>Reliance on one type of product (usually the most easy to find, such as a test).</td>
<td>Heavy reliance on one mode of product (written, oral, etc.).</td>
<td>Most types of products are included, tendency toward one mode (written or oral).</td>
<td>Balance of evidences including written, oral, creative, self-reflective, and formal types.</td>
</tr>
<tr>
<td>Growth</td>
<td>No change in ability shown over time.</td>
<td>Some change in ability shown through products; progress is inconsistent.</td>
<td>Ability has grown, but products selected do not necessarily show consistent progression.</td>
<td>Ability is demonstrated over time, showing remarkable progress.</td>
</tr>
<tr>
<td>Completeness</td>
<td>Products selected have not been finished.</td>
<td>Products selected show some work, but need more attention to make them better.</td>
<td>Products are completed and show student’s attention to getting the job done.</td>
<td>Products show completion and a focus not just on getting it done, but getting it done right.</td>
</tr>
<tr>
<td>Effort</td>
<td>There is little to no effort shown in the portfolio.</td>
<td>Some effect has been made.</td>
<td>Strong effort has been made to complete the portfolio.</td>
<td>Outstanding effort has been made to complete the entire process.</td>
</tr>
<tr>
<td>Fitness</td>
<td>Evidences selected do not match the goals for mastery or have not been selected at all.</td>
<td>Evidences have been selected, but most are mismatched to the goals.</td>
<td>Selected evidences mostly match the goals; better alternatives were not used.</td>
<td>Evidences selected demonstrate a clear connection to the goals, showing the student’s mastery of that goal.</td>
</tr>
<tr>
<td>Justification</td>
<td>Student does not write self-reflections or justifications for the evidences.</td>
<td>Self-reflections or justifications are incomplete or missing.</td>
<td>Self-reflections or justifications are present, but some show signs of incompleteness.</td>
<td>Self-reflections and justifications show that the student has truly thought about the project.</td>
</tr>
</tbody>
</table>
## LAYOUT

<table>
<thead>
<tr>
<th>Organization</th>
<th>No organization.</th>
<th>Portfolio is messily organized.</th>
<th>Portfolio is well organized with only a few elements out of place.</th>
<th>Portfolio is logically and clearly well-organized.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions</td>
<td>Student followed all directions.</td>
<td>Student missed some directions.</td>
<td>Student followed most directions.</td>
<td>Student followed all the directions.</td>
</tr>
<tr>
<td>Format</td>
<td>Portfolio is sloppy.</td>
<td>Portfolio shows lack of attention to neatness.</td>
<td>Portfolio is mostly neat.</td>
<td>Portfolio is outstandingly clean and neat.</td>
</tr>
</tbody>
</table>

### Sample Final Portfolio Evaluation Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The student has self-selected evidence. The student has followed instructions for layout and organization. The selected evidence is the student’s best work. The evidence selected shows a wide range of assessments, including writing, authentic products, and traditional formats. The student’s justification for the assignment clearly explains how the assignment illustrates mastery of the SCOS goal; the explanation shows sophistication in explaining how the content of the assignment and the thinking skills demanded in the assignment match the expectations in the SCOS goal.</td>
</tr>
<tr>
<td>3</td>
<td>The student has self-selected evidence. The student has followed instructions for layout and organization. The selected evidence is the student’s best work. The evidence selected tends to focus on one or two major types of assessment, such as including only tests or only writing assignments. The student’s justification for the assignment adequately explains how the assignment demonstrates mastery of the SCOS goal; the explanation may reveal a few errors in understanding how his or her performance using the content and the thinking skills reflects the SCOS goal.</td>
</tr>
<tr>
<td>2</td>
<td>The student has self-selected some evidence but it is incomplete. The student has partially followed instructions for layout and organization. The selected evidence does not necessarily represent the student’s best work. The evidence selected shows a narrow focus on one type of assessments such as quizzes or worksheets. The student’s justification for the assignment is inadequate in showing how it meets the SCOS goal; the explanation reveals significant errors in how the content and the thinking skills in the assignment reflect the SCOS goal.</td>
</tr>
<tr>
<td>1</td>
<td>The student has not selected evidence for more than 80% of the goals. The student has partially followed instructions for layout and organization. The selected evidence was chosen at random in order to complete the portfolio, rather than being carefully selected as the best work. The evidence shows a narrow focus on the easiest types of assessments to collect, such as quizzes and worksheets. The student’s justification for the assignment does not show that the student has mastered the content; the explanation reveals major errors in how the content and the thinking skills in the assignment reflect the SCOS goal.</td>
</tr>
<tr>
<td>0</td>
<td>The student has not completed the work.</td>
</tr>
</tbody>
</table>
Why should there be a periodic review of the portfolio?

The student needs teacher, peer, and self-reflective feedback during the process of creating the portfolio in order to do his or her best work. If the portfolio is mandated at the beginning of the semester and never discussed until the end, the chances are high that many students will simply forget and do a “rush job” at the end.

Teachers can conference with students and students can even conference with each other about their portfolios in order to make improvements. Here are some sample conference questions:

1. What do you like about your portfolio so far?
2. What do you think you have done well so far?
3. How does your portfolio show improvement over previous work?
4. Did you have difficulty with any part? Why? How did you overcome it?
5. What do you need to work on next? What will you have to do in order to get it done?
6. Are there things about your work so far that you would change? What, and why?
7. What have you learned about yourself during this project?

These can also be excellent questions if you plan to present portfolios in a public setting (to the whole class, to parents, to another class, to the community, etc.).

How can I manage the portfolio process?

One of the greatest problems with portfolios is their unwieldy nature. They are, by nature, bulky. Here are a few practical tips for dealing portfolios in the classroom.

- Keep crates with folders labeled with student’s names for storage of work. Alternatively, require students to keep notebooks with all of their materials.

- Ask students to turn in their portfolio in least bulky packaging available. If a three-ring notebook is not necessary, then ask students to bind their materials in a report cover. Only one evidence for each goal is required, so the portfolio should not take up much space.

- If students design a webpage, video, or other product which requires electronic media for viewing, students may not need to include the media in its original form for the portfolio. Webpages can be printed out, screencaptures can be made of video, and other methods can be employed to obtain “hard-copy” forms of such media. The portfolio can have these printed pictures, video scripts, and other documentation rather than contain the actual media.

- Make the students fully responsible for the project. They should be documenting the progress of their learning; it should not be a burden on the teacher to pull together everything. By explaining the process up front, establishing deadlines and guidelines, and monitoring all along, teachers help students own the work that they do in the portfolio.

Following this page is a sample handout for the beginning of a course to explain the portfolio process. It may be adapted for use by teachers.
Welcome to Civics and Economics!

You will produce a portfolio at the end of this course demonstrating that you have mastered the content of Civics and Economics. This portfolio will showcase your best work and will be a major part of your final grade in this class. By working hard this semester, you can produce a product of which you can be proud. Read the following requirements carefully. As always, if you have questions, please ask!

What are the requirements of this portfolio?

1. 10 items, selected by you, the student, to represent your mastery of the goals and objectives of Civics and Economics.
   - You will be given several choices for each of the 10 items.
   - Your selections need to balance between items that require a written product, an oral product, or a visual product. DO NOT over-use any one form of products.

2. 10 one-page reflection statements for each item you have selected, describing why you selected item and how it best represents what you know, understand, and can do.
   - You will need to organize your portfolio with a header sheet for each of the 10 items you select. This header sheet will contain the (a) name of the evidence, (b) the goal that it meets, (c) the date on which it was completed, (d) the grade that you earned, and (e) your reflection statement on why you selected it.

3. 1 Creative section, in which you choose from several alternatives to express your connection to Civics and Economics.
   - Select one of the following for your creative section:
     i. Select 5 quotes about civics that say something meaningful to you. Either (a) write a one paragraph essay explaining why the quote is meaningful to you and how it relates to Civics or (b) make a collage for each quote.
     ii. Find a service-learning project in your community such as volunteering and get involved. Write a one page summary of your involvement and how it shows active citizen participation in the community.
     iii. Design a new symbol for the government of the United States that best reflects the current political and social environment of the United States. Write a one paragraph reflection on your design and what it means.
     iv. Write a poem, song, or rap that illustrates what democracy means to you. Provide a one paragraph reflection on your poem, song, or rap to explain your choice of words.

What are the due dates for the portfolio?

We will check your work periodically during the semester to make sure that the portfolio is completed on time. Sometimes I will conference with you; at other times, you will work in peer-review teams. Please follow the due dates carefully!

Checkpoint #1 -- Units 1 and 2 completed ________________
Checkpoint #2 -- Units 3 and 4 completed ________________
Checkpoint #3 -- Units 5 and 6 completed ________________
Checkpoint #4 -- Unit 7 completed ________________
How will the portfolio be graded?

The portfolio will be assessed using the following rubric. It will count for 25% of your final course grade.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The student has self-selected evidence. The student has followed instructions for layout and organization. The selected evidence is the student’s best work. The evidence selected shows a wide range of assessments, including writing, authentic products, and traditional formats. The student’s justification for the assignment clearly explains how the assignment illustrates mastery of the SCOS goal; the explanation shows sophistication in explaining how the content of the assignment and the thinking skills demanded in the assignment match the expectations in the SCOS goal.</td>
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</tr>
<tr>
<td>0</td>
<td>The student has not completed the work.</td>
</tr>
</tbody>
</table>

What are the possible projects for the portfolio?

At the beginning of each unit, you will be given a possible project sheet containing a list of projects. You will choose a project from the list to complete. Please select wisely.

Good Luck!
A Note on Authentic Assessments

The following authentic assessments represent a list of possible ideas for generating assignments for students to be included in a portfolio. They are not mandatory. Nor do they represent the only types of assignments that can be included.

Some of the authentic assessments shown below are very complex and take time to complete. Others can be done within a class period. An authentic assessment, therefore, is not defined by the length of time needed for completion. Each assessment below does not necessarily cover all of the material in each unit, nor does it necessarily cover all the material in a goal. A project that managed to cover the entire unit or goal would be very large. Instead, each of these assessments is designed to measure specific portions of goals within the units established in the Civics and Economics Pacing Support Document. Teachers are free to pick and choose which assessments would best fit the needs of their students and which assessments might focus on concepts and knowledge that are considered important.

Teachers are free to use their own authentic assessments for developing portfolios. Any project which requires the student to analyze, evaluate, and apply information, which allows the student to create a product that is written, oral, or visual, and which engages the student’s interests and abilities could be used as an authentic assessment. It might be useful to again delineate that multiple choice tests, worksheets, quizzes, and other low-level activities would not be authentic assessments and should not be included in the portfolio.

Because the nature of an authentic assessment sometimes makes it unwieldy to include in a portfolio, it may be necessary to change its format or document it in another fashion to include it in a portfolio. While essays, papers, and diagrams are easy to fit in a portfolio, videos, web sites, speeches, posters, and group work are not. Below are some suggestions for including difficult-to-document formats:

- Posters – Make digital images of the poster (in sections, if necessary).
- Videos – Print and annotate still images of the student-made video.
- Web sites – Print and annotate still images of the website.
- Speeches – Provide a transcript of the speech or presentation.
- Group Work – Require group members to turn in individual submissions, or make copies of the group project so that each member has a copy.

Please remember that the following projects may be modified by the teacher for classroom use. Improvements and suggestions for other projects for future editions of this guide are welcome.
Civics Projects for Authentic Assessments

Unit 1 – Introduction to Civics

Design a Government (Goal 1)
In written or graphic form, design a government. The people of _____________ (population 3,468) need a new government. They have hired you as a consultant to design a government for them. They have given you permission to design it any way that you see fit. In designing this government, you must answer the following questions:

a. Who has the power to make laws?
b. Who has the power to enforce laws?
c. Who has the power to interpret what the laws mean?
d. How will the property and lives of the citizens be protected?
e. How will people get the goods and services they need to live?
f. What laws will regulate how people interact with each other?

Types of Governments (Goal 1)
Design a Dr. Seuss style children’s book illustrating the types of government: anarchy, autocracy, theocracy, oligarchy, limited monarchy, absolute monarchy, totalitarianism, dictatorship, aristocracy, democracy, federalism, republicanism. Your book should contain a definition for each term and an illustration of each term. Remember that this is a children’s book – so definitions and illustrations should be in easy-to-understand language and should make sense to a younger crowd.

Conduct an Interview (Goal 10)
Interview at least five different people with the following questions:
1. What should every American know about the US government?
2. What ways can Americans show they participate in government?
3. What is the number one problem facing American government today?

Write a summary for each question comparing and contrasting the five different responses. Turn in your interview raw data with your summary.

Citizenship Collage (Goal 10)
Using pictures from magazines and other resources, create a collage that defines the essential elements of being a good citizen. Write a one page summary of the elements that you chose, explaining what each represents and how that reflects good citizenship.
How Can You Help? (Goal 10)
Read the following scenario aloud to students and have them complete the activity that follows:

“I want you to close your eyes and imagine where you live. Think about the things you love most about it. Think about the things you pass by everyday on your way to school or work that you glance at or don’t glance at yet know they are there... The huge oak tree; the park; the sound of swing sets and the ice cream truck; a field of corn; old folks sitting on the porch of the retirement center, giving a little wave as you cruise by; the flowers outside of your school, bright flashes poking up from thick piles of dark brown mulch; the flag on top of the courthouse, flapping against a blue sky; your own home; the sound of dishes being washed; the smell of cut grass; your own room; your favorite snacks in the cabinets; your favorite CDs in the stereo; your favorite posters and pictures on the wall... And then, imagine it all gone. This is exactly what happened in 1996, when Hurricane Fran charged though North Carolina slapping our state with 115 mph winds and dumping as much as 10 inches of rain. It roared and ripped and screamed through counties and towns, cities and fields. And when it was finished, it left behind broken homes...broken trees...broken hearts. Water rose through homes, traveled through the ducts, soaked into the wood, stained the furniture and clothes, disintegrated pictures, washed away symbols of memories. Fields remained where there were once neighborhoods. Crops were destroyed. Schools were ruined. Libraries were left with nothing more than wet, pulpy piles of paper that used to be books. Pets were missing. Trees were bent over, ripped by the roots from the ground. Citizens and police and firefighters were left sad eyed and exhausted. And so, how does a community pull itself up from such devastation? How does it make it through the days and weeks with no power, no running water, no food. How does it build itself back, return to a normal day of school or work or life in general? What does it take to start from debris and heal those broken homes, broken trees, and broken hearts? I want each of you to imagine that this is your community, or the community in the county right next to yours. What could you do or encourage others to help you do, to help a process of healing begin after the cold, wet fist of a hurricane has done its damage?”

Think of as many specific things, great or small, that you could do to help this community. (Example: organizing a book drive). Create a list of at least 10.

Issues Affecting a Community (Goal 10)
Examine the chart below.

<table>
<thead>
<tr>
<th>alcoholism</th>
<th>high-school dropouts</th>
<th>quality of public education</th>
<th>solid waste management</th>
</tr>
</thead>
<tbody>
<tr>
<td>child abuse</td>
<td>homelessness</td>
<td>racism</td>
<td>spousal abuse</td>
</tr>
<tr>
<td>crime</td>
<td>juvenile delinquency</td>
<td>rape or date rape</td>
<td>teen drug abuse</td>
</tr>
<tr>
<td>divorce and impact on kids</td>
<td>maintaining water quality</td>
<td>school violence</td>
<td>teen pregnancy</td>
</tr>
</tbody>
</table>
The issues listed above are all ones affecting American communities. Choose the issue you feel most strongly about. Conduct research to find out the following information:

1. What problem/issue is it?
2. Are there any statistics that demonstrate the severity of the problem?
3. What are the causes of the problem?
4. What are the consequences that affect families?
5. Are there any possible solutions?
6. How much should government be involved?
7. What is our community currently doing about the problem?

Now, complete one of the following activities:

1. Write a position paper (You state how you feel about the problem.) in the school newspaper.
2. Write a persuasive letter to the editor in our local newspaper.
3. Develop an informative brochure about the issue.
4. Write a letter to a local elected official who has influence in addressing this issue.

Let’s Volunteer! (Goal 10)
Design a bumper sticker that encourages service in the community, helping others in need, generosity and volunteering. Come up with a catchy slogan. Make your bumper sticker creative, bright and colorful.

Get Out and Vote (Goal 10)
Create an advertisement using a specific technique (bandwagon, plain folks, glittering generalities, name calling, etc.) that promotes the importance of voting in the next election.

Voter Apathy (Goal 10)
Write a dialogue between 2 persons. The first person is in favor of voting and the other is not. The first person wants to educate the non-voter about his/her voting responsibility. Keep in mind the following:
- The characteristics of the two citizens
- Reasons for why it is important to vote
- Reasons people often give for why they don’t vote
- The benefits of voting
Unit 2 – Colonial and Revolutionary America

Advertising Campaign for the Colonies (Goal 1)
Create a print, web-based, video, or audio advertising campaign for one of the 13 colonies. Your goal is to attract settlers to your colony and to discourage them from going to the others. To be successful, your ad campaign needs to include the following:
1. Where is the colony located (what region)?
2. What are the colony’s natural resources?
3. What is the colony’s climate?
4. What is life like in the colony?
5. What is the government of the colony like?
6. What economic opportunities would be available to a prospective settler?
Beyond answering the questions, the advertising campaign has to be catchy and enticing. How will you sell this colony to prospective settlers?

Colonial Self-Government Timeline (Goal 1)
Design a timeline that traces the development of self-government in Colonial America. Your timeline should include important documents, governing bodies, and people associated with the concept of self-government. Annotate your timeline to show each development supported the growth of self-government.

American Revolution on Trial (Goal 1)
Imagine that you are a lawyer in 1780. The “World Court” is putting the American Revolutionaries on trial for revolting against England. You may represent either the colonies or England. Your task as a lawyer is to decide: Was it right for the colonies to revolt against England? Prepare a 4-5 minute speech on the issue to be delivered to the court. Hand in your written copy of the speech so it can be filed with the court records.

Constitution Newspaper (Goal 1)
It is 1788. You have been charged with creating a short newspaper to lay out the essential features of the Constitution. Apparently, the essays collectively known as the Federalist are not reaching a wide-enough audience and they are difficult for many to read. What Americans need is an easy-to-understand condensed version of the Constitution so that they will understand how important ratification is. Your newspaper must have the following elements:

a. Short articles on each of the “Articles” of the Constitution in clear, everyday language. These stories should highlight the most important parts of each Article of the Constitution.

b. Graphic organizers to illustrate the structure of the government proposed in the Constitution. There must be at least three graphics.
c. Two mini-biographies of important persons at the Constitutional Convention featuring quotes from those persons explaining their role and/or their views of the Constitution itself. Provide pictures of these persons.

d. 2 Editorials. One should be from an Antifederalist and the other should be the Federalist point of view. The best editorials will include short quotes and phrases from actual Federalist and Antifederalist writings.

e. Weather report. Pick a location and a date to include the weather.

f. Sports report. One of the favorite southern pastimes was horse racing. Gentlemen often played “quoits,” an outdoor game much like pitching horseshoes (Chief Justice John Marshall loved quoits). Boxing was common on the frontier. Choose a sport to write a brief report.

g. Something fun. It can be a humorous joke, a story, or a comic illustration. Keep it 18th century style.

**Unit 3 – The Constitution**

**Constitutional Principles Art Show (Goal 2)**

You are a famous artist and the government has commissioned you to make a series of paintings on eight principles of the Constitution to be displayed at the National Archives. Each painting will show a different principle: popular sovereignty, federalism, separation of powers, checks and balances, limited government, flexibility, written nature of the constitution, and national supremacy. In order to prepare for the assignment, you will sketch out what your painting will show and write a paragraph describing how your illustration reflects a principle of the Constitution. The Board of Directors of the National Archives want to see your sketches before they approve your paycheck!

**Constitution Board Game (Goal 2)**

Milton Bradley has approached you to design a board game that will teach children the major features of the Constitution. They have given you complete control over the design of the game but insist that you cover each article of the Constitution as well as the amendments in some way. Design your prototype game and present it to Milton Bradley’s chief of new game design.

**Constitution ABC Book (Goal 2)**

You will design an ABC book based on the Constitution. This book is aimed at teaching children the letters of the alphabet. (For example, A is for Amendment, B is for Bill, etc.) Each letter will have its own page, an illustration of the term used, and one sentence about that term (keep the sentences short – the book is for children).
Constitution Graphic Organizer (Goal 2)
Design a graphic organizer (such as a Tree Map) covering the articles and the amendments of the Constitution. Include the relevant information about each article and amendment in your graphic organizer.

Constitutional Debates Editorial (Goal 2)
Research one of the following issues regarding the Constitution that sparks modern debate today: strict versus loose construction, states’ rights, electoral college, original intent, term limits, right to bear arms, or separation of church and state. Write a one page editorial on where you stand with regard to the issue. What do you think the Constitution says about this topic? What do you have to say about the topic?

The Amendments (Goal 2)
After reviewing Amendments 1-10, 13, 14, 15, 17, 20, and 26 to the Constitution, create the following chart:

<table>
<thead>
<tr>
<th>Personal Freedom</th>
<th>Rights of the Accused</th>
<th>Voting Rights</th>
<th>Other</th>
</tr>
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</tbody>
</table>

*you will need more rows than what you see above

Place the number, along with a short summary, of each amendment in the appropriate category.

Now choose one amendment from your list. Imagine your life without this amendment. Write a paragraph detailing the absence of the chosen amendment in your life.

Unit 4 – The Legislative Branch

I’m Just a Bill (Goal 2)
Write a story from the perspective of a bill as it goes through the legislative process. Who creates the bill? Where does it go? How is it treated? What happens to the bill in the end? Explain each step so that your readers will understand what is happening to the bill. The best stories will include (but are not limited to) such terms as House of Representatives, committee, majority leader, minority leader, party whip, joint committee, public hearing, cloture, rider, filibuster, and veto.
Legislation Pending (Goal 2)

Go to [http://www.house.gov](http://www.house.gov) and use the Thomas system to look at bills being considered before the House or Senate (browse all bills will provide the best results). Answer the following questions.

1. How many bills are currently being considered?
2. Which chamber (House or Senate) has the most? Why do you think this is so?
3. Select a bill from the House to examine. What is the bill about? Who sponsored it? Does it have co-sponsors? What is the latest action on the bill?
4. Select a bill from the Senate to examine. What is the bill about? Who sponsored it? Does it have co-sponsors? What is the latest action on the bill?
5. Browse several pages of bills from the House or Senate. What do you notice about the bills proposed? Do any of the bills strike you as strange or interesting? Which ones?

Write a one paragraph summary of what you have learned about looking at pending legislation from the Thomas system.

Checks and Balances (Goal 2)

After students have had the opportunity to review several examples of political cartoons provided by the teacher, students should draw their own cartoon based on the 3 branches of government, separation of powers, and/or checks and balances.

Checks and Balances (Goal 2)

Have students read the following information regarding the *Children’s Internet Protection Act* and then answer the questions that follow.

The Children’s Internet Protection Act, also known as CIPA, is one of a number of bills that the United States Congress has proposed in an attempt to limit children’s exposure to pornography and other controversial material online. Senator John McCain (R-AZ) introduced the bill that would become CIPA to the United States Senate in 1999. After various Representatives repeatedly introduced it to the United States House of Representatives, a final version cleared both houses and passed as part of an omnibus spending bill on December 15, 2000. President Bill Clinton signed it into law on December 21, 2000, and it was upheld by the Supreme Court of the United States on June 23, 2003 despite the American Library Association's attempt to have it declared unconstitutional.

CIPA requires that public schools and public libraries install filter programs on their computers to screen out websites that are deemed inappropriate for those under the age of 18. Such filter programs block out obscene websites but can also inadvertently block sites that do not contain obscene material (such as medical sites).
Both of Congress's earlier attempts at restricting indecent Internet content, the Communications Decency Act and the Child Online Protection Act, had met with successful Supreme Court challenges on First Amendment grounds. CIPA represented a change in strategy by Congress. While the federal government had no means of directly controlling local school and library boards, many schools and libraries utilize federal funds. Thus, under the Act, schools or libraries can refuse to install such filters on their computers, but will not receive federal funding.

Working with the American Civil Liberties Union, the American Library Association successfully challenged the law in the Third Circuit Court, claiming that the filters were unconstitutional. In a 200 page decision, the judges wrote that "in view of the severe limitations of filtering technology and the existence of these less restrictive alternatives [including making filtering software optional or supervising users directly], we conclude that it is not possible for a public library to comply with CIPA without blocking a very substantial amount of constitutionally protected speech, in violation of the First Amendment."

Upon appeal to the Supreme Court, however, the law was upheld as constitutional as a condition imposed on institutions in exchange for government funding.

1. What Article of the Constitution gives Congress (the Legislative Branch) to pass a law such as this?
2. In what way did the Judiciary Branch exercise the system of checks and balances regarding this law?
3. Why is it important for the Supreme Court to have the power of judicial review?
4. If you were a member of Congress, would you have agreed to pass this law? Why or why not?
5. Do you agree with the Supreme Court’s final decision regarding the CIPA?

Proposing and Ratifying Constitutional Amendments (Goal 2)

Think of an imaginary amendment (be creative) and then create a cartoon strip that outlines the steps in the process of proposing and ratifying an amendment.

Unit 5 – The Executive Branch

State of the Union (Goal 2)

Review a print copy of the most recent State of the Union Address (if you can view the video as well it would be a good idea). In part one of an essay, you will identify the President’s main policy proposals. In part two of the essay, you will rank these policy proposals in order from most to least important and justify your ranking.
Presidential Want Ad (Goal 2)

The United States has decided to begin advertising for Presidential Candidates in local newspapers. Your job is to design the want ad for the President. It needs to answer the following questions:

1. What are the qualifications for the job?
2. What qualities should the applicant have? (pick three)
3. What abilities should the applicant have? (pick three)
4. What prior experience should the applicant have relevant to running a country?
5. What is the salary and benefits of this job?
6. What extra qualities should this person have (keep it fun and clean)?

Presidential Job Description (Goal 2)

Your job is to acquaint a newly elected President to his or her duties. In a short handout (and keep it simple—the President has a short attention span), give the President information on the following:

1. The roles of the President, what each means, and the duties of each.
2. Limits on the President’s powers.

Executive Branch Scenarios (Goal 2)

For each of the following categories, create/write a scenario that involves the specific role/department.

1. Roles of the President(7)
   a. Write a scenario for each of the seven roles.
   b. Example: The President entertained the women's Wake Forest Field Hockey National Championship team at the White House.

2. The executive departments(15)
   a. Write a scenario for each of the fifteen departments of the executive branch
   b. Example: This department was in deep negotiations with Iran about the release of American hostages in 1979.

3. Independent agencies
   a. Write a scenario for each of the following independent agencies of the executive branch

<table>
<thead>
<tr>
<th>Agency</th>
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<tr>
<td>EPA</td>
<td>SBA</td>
<td>SECRET SERVICE</td>
<td>FEMA</td>
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<tr>
<td>IRS</td>
<td>EEOC</td>
<td>FBI</td>
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<td>SEC</td>
<td>NLRB</td>
<td>CPSC</td>
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<tr>
<td>USPS</td>
<td>OCR</td>
<td>CIA</td>
<td></td>
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</tbody>
</table>

The President’s Agenda (Goal 2)

Imagine you are the president’s secretary and you are responsibility for preparing an agenda for the day. Create 5 activities in which he must participate to fulfill his
duties. His/her activities for the day should be based on the roles the president has (i.e.: commander in chief, chief executive, party leader, chief legislator, chief diplomat, etc). For 2 of those activities, the president must interact with a member of his cabinet or other executive department employee. Example: 9:00 a.m. – The President meets with the Secretary of Defense regarding the war in Iraq (he is acting as Commander-in-Chief).

Executive Departments (Goal 6)
Design a poster showing the 13 executive departments, their descriptions and magazine pictures representing each.

Unit 6 – The Judicial Branch

Without a Case (Goal 2)
Choose one of the landmark Supreme Court cases we’ve studied from this unit and write a short story about what life in the United States would be like if that case had never happened. Would life be better or worse? Why?

Cases, Cases, Cases (Goal 2)
Create a graphic organizer (such as a Tree Map) that categorizes the following Supreme Court cases by the major issue of the case or the relevant part of the Constitution used to decide the case. For example, which cases deal with the right to privacy? Freedom of Speech? In your graphic organizer, write the name of the case and its date. These are the cases: Marbury v. Madison, McCulloch v. Maryland, Gibbons v. Ogden, Plessy v. Ferguson, Brown v. Board of Education, Swann v. Charlotte Mecklenburg Board of Education, Korematsu v. US, Heart of Atlanta Motel v. US, Furman v. Georgia, Gregg v. Georgia, Gideon v. Wainwright, Regents of the University of California v. Bakke, New Jersey v. T.L.O., Bethel School District v. Frasier, Tinker v. Des Moines, Hazelwood v. Kuhlmeier, Texas v. Johnson, Engel v. Vitale, Miranda v. Arizona, and Mapp v. Ohio.

Court Case Analysis (Goal 2)
Select a Supreme Court case that we have studied. In a short paper (1 to 2 pages), provide a brief introduction to the case (date, constitutional issue in question, the facts of the case, the legal questions, the decision) and then analyze whether or not your agree with the Supreme Court’s interpretation of the decision. Did the court apply the Constitution correctly? Was the court’s understanding of the Constitution correct? Would you have made a different decision?

Press Conference Interview (Goal 2)
Imagine you were a participant (plaintiff, defendant, Supreme Court justice, lawyer for one of the sides) in one of the Supreme Court Cases we’ve studied. You’ll be
giving a press conference and must prepare for it in advance. You want to tell your story. First, write an introduction that you will read at the beginning of the press conference, including your name and role in the case. Then, come up with 5 possible questions that might be asked of you by the press. Then, prepare your answers based on your experience.

Supreme Court Cases and You (Goal 2)
Research a federal or state court case that we have studied and that has had an impact on your family or community. Trace the steps leading to the court’s ruling. Write a one page essay on what have been (or what do you expect to be) the long-term results of this court ruling? Explain why?

Unit 7 – State and Local Government

Create a City! (Goal 3)
You will create a new city in the state of North Carolina. Complete the following:
1. What is the name of your city?
2. Where is your city located within North Carolina? Why is this the best location?
3. What physical features do you want your city to have?
4. What services will your city’s local government provide to its citizens?
5. In what way do you wish citizens to behave? What do you hope they will value? What actions will your citizens take on a daily basis? How can the “ideal” be achieved?
6. What laws/ordinances will be important to initiate? (Remember, you cannot undo any law set by the state or federal government).
7. What is the population goal of your city?
8. What type of charter does your city have (mayor-council or council-manager)? If it’s a mayor-council, is it a strong mayor or weak mayor system?
9. What activities would take place there?
10. What do you feel is most important for a city to be successful and for residents to have a high quality of life?
11. What would you like your city to be known for (if anything)?

Now, you need to “sell” your city to potential residents. Create a jingle/rap, a brochure or a flyer, including a slogan, to attract people to your ideal city.

State and Local Agencies (Goal 3)
The government provides many services. You are to investigate 3 of the following services to determine the steps necessary to attain it. Is the service provided by the local or state government? What agency is responsible for providing
the service? Your written report should include a record of steps taken and resources used to gather the information and any pertinent data collected.

- File a consumer complaint.
- Obtain a fishing license.
- Obtain a marriage license.
- Get back an impounded car.
- Register a complaint against a landlord.
- Obtain a divorce.
- Get food stamps.
- Get help for drug addiction.
- Sell a car and transfer the title.
- Get a library card.
- Obtain a birth certificate.
- Register a dog.
- Find out the rules regarding building a swimming pool

Local Government Editorial (Goal 3)
Write an editorial that evaluates reasons why local governments are usually the most important part of government to our lives. The editorial should contain specific examples.

North Carolina Cabinet Office or Executive Agency (Goal 3)
Research a North Carolina cabinet office or executive agency. Create a brochure explaining its role in the Executive Branch of the state of North Carolina.

Federalism Today (Goal 3)
Research a local issue that involves both federal and state (or regional, or local) regulatory agencies. Analyze the different roles that each agency plays in the issue and any interaction they may have with each other. Do they seem to cooperate with one another? Are they in conflict? Write a one page essay justifying your argument.

City Government (Goal 3)
Use the following website to find your city mayor:
http://www.usmayors.org/

Scroll to the bottom and click on Meet the Mayors.
Click on Cities Online.
Choose your state.
Select your city or the one closest to you.
Navigate through the relevant links on the Web site.
After you have browsed through the site answer the following questions in paragraph form.

- What type of city government do you have?
- Who is the mayor?
- How many city council or commission members are there?
- When does city council meet? What new ordinances or budget matters are they considering?

Make a list of local issues that concern you. Write a two-minute speech about one of the local issues you have identified that you could present at the next city council meeting. Deliver your speech to the class.

**State Senator and Representative Report (Goal 3)**

Use the following website to research North Carolina State Senators and Representatives: http://www.ncga.state.nc.us/homePage.pl

Create a report to include the following for a State Senator AND a State Representative.

- Biography
  - Where he/she is from
  - How many terms served
  - Profession
- What standing committees your representative or senator is on (at least five)
- Summarize three bills he/she has introduced and the outcome of the bill
- Name and describe three different pieces of legislation he/she has voted on and the outcome of the bill
- Conclude whether you would vote for he/she and why

**Unit 8 – Elections and Parties**

**The Election: A Presidential Candidate Study (Goal 4)**

Imagine you are creating a website to provide information for young voters in the upcoming presidential election. You will need to include the following information (for this assignment, just write each section out in paragraph form):

- The major differences of the Democratic and Republican Parties.
- A description of a Republican Party candidate indicating his/her previous experience, qualifications and distinctions.
- A description of a Democratic Party candidate indicating his/her previous experience, qualification and distinctions.
- A summary of the Republican candidate’s major issues and his/her stance on those issues.
- A summary of the Democratic candidate’s major issues and his/her stances on those issues.
The following websites will be helpful in completing this assignment.

- [http://www.democrats.org/](http://www.democrats.org/), The Democratic Party
- [http://gopnet.com/](http://gopnet.com/), Republican National Committee
- [http://www.politics1.com/parties.htm](http://www.politics1.com/parties.htm), Guide to Political Parties in America
- [http://www.vote-smart.org/index.htm](http://www.vote-smart.org/index.htm), Project Vote Smart

**Political Ideology (Goal 4)**

On a large sheet of construction paper, recreate the spectrum below:

```
Radical     Liberal               Moderate                Conservative           Reactionary
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Define each term. Then find pictures of people or groups that represent each. For example, the KKK is an example of a reactionary group and Malcom X is an example of a radical person.

**Evaluating Information (Goal 4)**

Using the website [www.livingroomcandidate.com](http://www.livingroomcandidate.com), view the following four ads: “Priorities” and “Doublespeak” from George W. Bush, and “10 Million New Jobs” and “No, Mr. President” from John Kerry. These ads all use a combination of on-screen text, quotations from newspapers and government documents, statistics, and various other claims. The words and images on screen move quickly and allow little time for careful consideration.

Your job is to identify at least two claims made by each candidate that either attack his opponent or support his own record and check for the accuracy of the candidate's claims.

Use the website [www.factcheck.org](http://www.factcheck.org). Factcheck.org is a non-partisan organization set up by the Annenberg Public Policy Center at the University of Pennsylvania to monitor the accuracy of public political discourse.

Write a one to two page essay addressing the following questions.

1. Describe your findings from the ads and the Fact Check Website. What were you able to find? Did factcheck.org's information differ from what the candidates presented? If so, how?
2. Factcheck.org was set up specifically to monitor claims made by politicians campaigning at all levels. What does this suggest about the state of the American political process, including its advertising?

**Third Parties (Goal 4)**

Read the article “Outside the Mainstream”:
Use the website, http://www.politics1.com/parties.htm or other websites to find third parties. List 10 third parties and record the following for each:

- Platform
- Plank
- Type of third party (single issue or ideological)

Create an original third party and make a bumper sticker promoting your party

Include the following:

- Include a caption or illustration
- Make your bumper sticker colorful and noticeable
- Write your party’s platform and plank on the back

**Unit 9 – Legal Systems**

**You Be the Judge! (Goal 6)**

Below is a list of punishments that persons convicted of crimes face. Be sure you understand each of the following (look up definitions if necessary):

1. Long term suspension
2. Three strikes
3. Confiscation of property
4. Mental institute
5. Long term incarceration
6. Short term incarceration
7. Death penalty
8. Rehabilitation
9. Restitution
10. Probation
11. Community Service
12. Juvenile detention
13. House arrest
14. Boot camp
15. County jail
16. State prison
17. Federal prison

Read each scenario below. Determine what type of punishment (from the above list) is appropriate for each offense. You may offer more than one punishment option.
1. A juvenile was caught smoking marijuana at school. This was her second offense.

2. A 25 year old man is convicted of first degree kidnapping, rape, and murder. This is his first violent felony but he has several felony convictions on his record.

3. A 60 year old fails to pay his taxes on time and does not have the money to pay the $100,000 he owes in back taxes and penalties.

4. A single mother is convicted of shoplifting, diapers, baby formula, and a few TV dinners. This is her first offense.

5. An 18 year old is convicted of possession of cocaine. He’s currently on probation for an unrelated drug possession conviction.

6. A father is convicted of domestic assault against his wife and daughter. This is his fourth offense.

7. A drug addict is convicted of robbing a convenience store while under the influence of drugs. This is his second offense and he has been sent to court order inpatient rehabilitation once before.

8. A man with bipolar disorder and schizophrenia is convicted of aggravated assault against his boss. This is his third violent offense.

9. A woman is convicted of creating and passing counterfeit $20 bills. She has a long criminal record with convictions for fraud. She has already served 8 years in jail for various crimes.

10. A high profile celebrity has been convicted of drinking and driving for the 3rd time. She has already been assigned community service and an alcohol treatment program.

The American Legal System Tree (Goal 6)

On a large sheet of construction paper, you are going to draw a tree. Imagine that the roots of the tree are sources of American law, which means each root will be labeled as such (U.S. Constitution, English Common Law). Now draw the branches to represent the different types of law (statutory, constitutional, administrative, international, criminal, civil). Label the branches you’ve drawn accordingly. On the back of your paper, write scenarios that match each type of law. For example, a person is arrested and convicted of robbing a bank (criminal law).

Judicial Process (Goals 5 and 6)
Create a criminal case, give it a name, and then write a magazine article detailing the events of the cases using as many of the following terms as possible: plea bargain, felony, misdemeanor, complaint, defendant, plaintiff, subpoena, summons, arrest warrant, indictment, perjury, grand jury, petit jury, bail, sentencing, hearing, verdict, capital offense, appeal, preliminary hearing, witnesses).

**Unit 10 – Introduction to Economics**

Comparing Economies (Goal 7)
Create a chart to show the definitions of the following economic systems: capitalism, command economy, traditional economy, and mixed economy. Then conduct research to find one country in the world that fits each of your definitions. Include this information on your chart as examples of each economic system.

Basic Economic Questions and Scarcity (Goal 7)
Explore scarcity of the United States by visiting nationalatlas.gov
http://nationalatlas.gov/
Click on “Mapmaker”
Click on “How to Draw Your First Map” and read
Begin to create and explore
Pay special attention to Geology, Agriculture, Environment, People, and Water.
In a one to two page essay address the following questions:
• How does the location of natural resources affect the basic economic questions?
• How does the location of natural resources affect scarcity?
• How does population affect the basic economic questions?
• How does population affect scarcity?
• How do transportation routes play a part in distribution of the goods?

Choices (Goal 7)
One limited resource most people face is income. In this activity you are given $200.00 that you must spend today. Explore the internet to create a chart listing the goods and services you want and need to purchase and their prices. Label each good as a want or a need. You must choose six items and have less than $20.00 left at the end to save.

After you create your chart, answer the following questions
• Why did you make the choices you made?
• What were your trade-offs?
• What was the opportunity cost of your choices?

Adam Smith and the Division of Labor (Goal 7)
Inquiry into the Nature and Causes of the Wealth of Nations was written by Adam Smith in 1776. Adam argued against the mercantilist system that prevailed during the 1700s and recommended an economic market based on free trade, competition, and choice. In his writing he showed how his principles would increase economic development, reduce poverty, and create social and moral improvement of society. In his first chapter, Adam discusses one factor of production, labor. As you read this chapter, think about how division of labor as Smith describes could relate to division of labor today.

Read “Book One, Chapter I, Of the Division of Labour”
http://www.adamsmith.org/smith/won-b1-c1.htm

Write an essay to answer the following questions:
• What is Smith’s main argument?
• If the workers work independently how many pins can a worker make in one day?
• In a factory as Smith described, how many pins could one person make in a day?
• What does Smith state as the cause of this difference?
• How does division of labor as Smith describes relate to division of labor today?

Comparing Economic Systems (Goal 7)
Create a chart comparing market and command economies. Include the following in your chart:
• Another name for the system
• Chief characteristics
• How prices are set
• Government involvement
• Goal of the system
• Example of a country with the system

Unit 11 – Microeconomics in Context

The Equilibrium Price (Goal 8)
Draw a comic strip of an imaginary product (BE CREATIVE) reaching its equilibrium price. Show the causes of its shortage and surplus as well as the effects of each. Then conclude with “joy” of it reaching its equilibrium price.

Create a Monopoly! (Goal 8)
You are a businessperson who sets out to create a monopoly. Develop a plan in order to do this by considering the following:
1. What type of company would you like to create? Why would you like to create this type of company?
2. Identify 5 things that you would do to make your company a monopoly. Explain how each of these actions would help your company become a monopoly.
3. Explain the effects that each action would have on American citizens who do not directly work in your industry but instead relied on your industry for either a good or a service. State if its effect is positive or negative or positive.

Conduct an Interview (Goal 8)
Contact a local business and arrange an interview with the owner. Prepare 5 questions in advance. Your goal is to find out what TYPE of business it is (sole proprietorship, partnership, corporation) and the ADVANTAGES and DISADVANTAGES of having such a business.

Unit 12 – The Economy of the United States

Battle Behind the Pump (Goals 3 and 9)

Materials and Resources:
- http://www.ncdot.org/, Official Website of the NC DOT

Additional Readings:
- "Battle Behind the Pump Prices" from the Charlotte Observer, 12/04/05.
- "Democrats Reluctant to Cut Heat, Gas Taxes" from the Charlotte Observer, 10/13/05.
- "Our Gasoline Addiction" from the Charlotte Observer, 8/18/05.
- "Senate Rejects Tax Hit for Energy Firms" from the Charlotte Observer, 11/18/05.
- "So Why are N.C. Gas Prices so High?" from the Charlotte Observer, 10/16/05
- "Who Profited at the Pump?" from the Charlotte Observer, 9/10/05.

Activity One: Article Investigation
- Provide students with a list of newspapers and other news websites where they can locate current and archived information on the local gas crisis.
- Have students pay particular attention to the individuals and businesses impacted, both on a local and a national or international level, in addition to the concept of scarcity.
- Students should then create one or both of the following products:
- A poster identifying the people and businesses that benefit from the above and of those that are damaged.
- A poster focusing on how the natural gas industry is impacted by supply and demand trends in addition to how the industry’s reaction impacts local price increases and individuals.
- Students present their findings to the class.

**Activity Two: Examining the Gas Tax and State Government’s Role**

- Using the NC state government website(s), students identify the role of the General Assembly, the NCDOT, the Board of Transportation, and the services and/or disservices that each group provides in relationship to a gas tax, DMVs, and highways.
- Discuss student findings and clarify any misconceptions about the collection of the gas tax, the purpose of the gas tax, and the manner in which the gas tax is regulated by NC’s system of checks and balances.
- Conclude the lesson by dividing students into groups and allowing them to prepare for their General Assembly simulation. **Note:** This lesson will require each group to further investigate the inter-workings of state government, so this time should be worked into class time or into a homework assignment.

**Activity Three: A Session of the North Carolina General Assembly**

**Helpful Tools:**
- [http://www.ncga.state.nc.us/NCGAInfo/educational/structure.html](http://www.ncga.state.nc.us/NCGAInfo/educational/structure.html), Structure of the NC General Assembly
- [http://www.ncga.state.nc.us/NCGAInfo/Bill-Law/bill-law.html](http://www.ncga.state.nc.us/NCGAInfo/Bill-Law/bill-law.html), How a Bill Becomes a Law

**Goal:**
- The group’s goal is to enact a legislative session in which a gas tax bill to either reduce or to raise the NC gas tax is introduced by a sponsor to the Senate, evaluated by a Senate committee, passed by the Senate, forwarded to the NC House of Representatives, evaluated by the House, passed by the House, and ratified.

**Role Options:**
- President Pro Tempore of the Senate
- Speaker of the House of Representatives
- Principal Clerk, responsible for keeping the necessary records in each house
- Sergeant at Arms, serves as "police officer" for each house
- Reading Clerk, reads all documents or parts thereof which the constitution, rules, or the presiding officer require to be read during the daily session.
- Senator or Member of the House sponsoring the proposed bill
- Committee members assigned to careful examination of the bill
- Senator or Member of the House who proposes an amendment(s) to the bill
- Members who support the bill and speak on its behalf (both houses)
- Members who speak against the bill (both houses)
• Governor of NC

Audience:
• Members of the NC General Assembly and NC citizens

Situation:
• You and your classmates have been charged with the task of simulating a fast-paced session of the NC Senate and the NC House of Representatives. As members of one of the houses, you are to take on the varying roles within an organized session to understand the process by which a bill is evaluated and passed before turning it over to the other house. For this particular session, you will be addressing a current and controversial issue, the NC gas tax.

Product Performance and Purpose:
• The class will need to divide into small groups to research background on the NC gas tax and their roles and to prepare their portion of the simulation. The following committees will be established within the simulation, and each committee may assign roles within itself:
  o Drafting Committee: 2-4 people
  o Senate Committee: 7-10 people
  o House Committee: 7-10 people
  o Ratification Committee: 2-4 people

Standards and Criteria for Success:
Your simulation MUST include the following:
• A bill that suggests how much money should be given by the people for the purpose of the gas tax, which governmental services will be provided with this amount of money, and reasons why the change is being suggested.
• An organized and representative Senate that appropriately and accurately follows the steps to pass a bill before sending it on to the House of Representatives
• An organized and representative House that appropriately and accurately follows the steps to pass a bill
• An official signing of the bill by both presiding officers and the Governor of NC

The Business Cycle (Goal 9)
Research the business cycle for United States history from 1800 to the present. Graph it on a chart in fifty-year increments. Label the dates of key economic incidents (such as the panic of 1819, the depression of 1873, the depression of 1893, the Great Depression, etc.). When were there peaks and times of prosperity? When did contractions/recessions occur? When were there troughs/depressions? When were times of expansion/recovery? Over the two-hundred year period, what do you notice
about the business cycle? Is the United States better at managing it than it was two hundred years ago?


**North Carolina Furniture (Goals 3 and 9)**

Prepare a debate on whether or not the state of North Carolina should provide strong economic incentives to help save North Carolina’s furniture industry from job loss to overseas production. Should the state provide economic incentives (as it does for the film industry), or should the market dictate what happens?

Resources:
http://www.duke.edu/~af15/group_website/Wood_Furniture_files/Page1345.htm
http://www.soc.duke.edu/outsource/documents/tewari.ppt
http://www.rich.frb.org/publications/economic_research/working_papers/pdfs/wp04-7.pdf
http://cmedis.commerce.state.nc.us/research/NC_Furniture_Review.pdf

**Unit 13 – Civic Participation**

**Volunteer Brochure (Goal 10)**
Choose and research a volunteer organization

Prepare a poster or brochure for that organization including the following:
--Purpose or mission of the organization
--Services provided
  Where they are provided
  To whom they are provided
--If and how a person could volunteer
--Contact information
--Any other important information

After completion, be prepared to share your poster or brochure with the class.

**Making Better Citizens (Goal 10)**

Compare the old version of the US Citizenship Exam to the new version. Which is a better test of citizenship? Which questions do you like? Which questions do you not like? After you have discussed the exam, write your own citizenship exam consisting of the questions you think every citizen ought to be able to answer. Should those questions consist of factual items? Should the questions require citizens to think or merely recite memorized information? Copies of the exam follow this page.
1. What are the colors of our flag?
2. How many stars are there in our flag?
3. What color are the stars on our flag?
4. What do the stars on the flag mean?
5. How many stripes are there in the flag?
6. What color are the stripes?
7. What do the stripes on the flag mean?
8. How many states are there in the Union?
9. What is the 4th of July?
10. What is the date of Independence Day?
11. Independence from whom?
12. What country did we fight during the Revolutionary War?
13. Who was the first President of the United States?
14. Who is the President of the United States today?
15. Who is the vice-president of the United States today?
16. Who elects the President of the United States?
17. Who becomes President of the United States if the President should die?
18. For how long do we elect the President?
19. What is the Constitution?
20. Can the Constitution be changed?
21. What do we call a change to the Constitution?
22. How many changes or amendments are there to the Constitution?
23. How many branches are there in our government?
24. What are the three branches of our government?
25. What is the legislative branch of our government?
26. Who makes the laws in the United States?
27. What is the Congress?
28. What are the duties of Congress?
29. Who elects the Congress?
30. How many senators are there in Congress?
31. Can you name the two senators from your state?
32. For how long do we elect each senator?
33. How many representatives are there in Congress?
34. For how long do we elect the representatives?
35. What is the executive branch of our government?
36. What is the judiciary branch of our government?
37. What are the duties of the Supreme Court?
38. What is the supreme court law of the United States?
39. What is the Bill of Rights?
40. What is the capital of your state?
41. Who is the current governor of your state?
42. Who becomes President of the United States if the President and the vice-president should die?
43. Who is the Chief Justice of the Supreme Court?
44. Can you name thirteen original states?
45. Who said, "Give me liberty or give me death."
46. Which countries were our enemies during World War II?
47. What are the 49th and 50th states of the Union?
48. How many terms can the President serve?
49. Who was Martin Luther King, Jr.?
50. Who is the head of your local government?
51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of these requirements.
52. Why are there 100 Senators in the Senate?
53. Who selects the Supreme Court justice?
54. How many Supreme Court justices are there?
55. Why did the Pilgrims come to America?
56. What is the head executive of a state government called?
57. What is the head executive of a city government called?
58. What holiday was celebrated for the first time by the Americans colonists?
59. Who was the main writer of the Declaration of Independence?
60. When was the Declaration of Independence adopted?
61. What is the basic belief of the Declaration of Independence?
62. What is the national anthem of the United States?
63. Who wrote the Star-Spangled Banner?
64. Where does freedom of speech come from?
65. What is a minimum voting age in the United States?
66. Who signs bills into law?
67. What is the highest court in the United States?
68. Who was the President during the Civil War?
69. What did the Emancipation Declaration do?
70. What special group advises the President?
71. Which President is called the "Father of our country"?
72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
73. Who helped the Pilgrims in America?
74. What is the name of the ship that brought the Pilgrims to America?
75. What are the 13 original states of the U.S. called?
76. Name 3 rights of freedom guaranteed by the Bill of Rights.
77. Who has the power to declare the war?
78. What kind of government does the United States have?
79. Which President freed the slaves?
80. In what year was the Constitution written?
81. What are the first 10 amendments to the Constitution called?
82. Name one purpose of the United Nations?
83. Where does Congress meet?
84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
85. What is the introduction to the Constitution called?
86. Name one benefit of being citizen of the United States.
87. What is the most important right granted to U.S. citizens?
88. What is the United States Capitol?
89. What is the White House?
90. Where is the White House located?
91. What is the name of the President's official home?
92. Name the right guaranteed by the first amendment.
93. Who is the Commander in Chief of the U.S. military?
94. Which President was the first Commander in Chief of the U.S. military?
95. In what month do we vote for the President?
96. In what month is the new President inaugurated?
97. How many times may a Senator be re-elected?
98. How many times may a Congressman be re-elected?
99. What are the 2 major political parties in the U.S. today?
100. How many states are there in the United States today?

1. Name one important idea found in the Declaration of Independence.
2. What is the supreme law of the land?
3. What does the Constitution do?
4. What does "We the People" mean in the Constitution?
5. What do we call changes to the Constitution?
6. What is an amendment?
7. What do we call the first ten amendments to the Constitution?
8. Name one right or freedom from the First Amendment.
9. How many amendments does the Constitution have?
10. What did the Declaration of Independence do?
11. What does freedom of religion mean?
12. What type of economic system does the U.S. have?
13. What are the three branches or parts of the government?
14. Name one branch or part of the government?
15. Who is in charge of the executive branch?
16. Who makes federal laws?
17. What are the two parts of the United States Congress?
18. How many United States Senators are there?
19. We elect a U.S. Senator for how many years?
20. Name your state's two U.S. Senators.
21. How many U.S. Senators does each state have?
22. The House of Representatives has how many voting members?
23. We elect a U.S. Representative for how many years?
24. Name your U.S. Representative.
25. Who does a U.S. Senator represent?
26. Who does a U.S. Representative represent?
27. What decides each state's number of U.S. Representatives?
28. How is each state's number of Representatives decided?
29. Why do we have three branches of government?
30. Name one example of checks and balances.
31. We elect a President for how many years?
32. How old must a President be?
33. To become President of the United States, what must the person be at birth?
34. Who is the President now?
35. What is the name of the President of the United States?
36. Who is the Vice President now?
37. What is the name of the Vice President of the United States?
38. If the President can no longer serve, who becomes President?
39. Who becomes President if both the President and the Vice President can no longer serve?
40. Who is the Commander-in-Chief of the military?
41. How many full terms can a President serve?
42. Who signs bills to become laws?
43. Who vetoes bills?
44. What is a veto?
45. What does the President's Cabinet do?
46. Name two Cabinet-level positions.
47. What Cabinet-level agency advises the President on foreign policy?
48. What does the judicial branch do?
49. Who confirms Supreme Court justices?
50. Who is the Chief Justice of the United States?
51. How many justices are on the Supreme Court?
52. Who nominates justices to the Supreme Court?
53. Name one thing only the federal government can do.
54. What is one thing a state government can do?
55. What does it mean that the U.S. Constitution is a constitution of limited powers?
56. Who is the Governor of your state?
57. What is the capital (or capital city) of your state?
58. What are the two major political parties in the U.S. today?
59. What is the highest court in the U.S.?
60. What is the majority political party in the House of Representatives now?
61. What is the political party of the majority in the Senate now?
62. What is the political party of the President now?
63. Who is the Speaker of the House of Representatives now?
64. Who is the Senate Majority Leader now?
65. In what month are general presidential elections held in the United States?
66. When must all males register for the Selective Service?
67. Who is the Secretary of State now?
68. Who is the Attorney General now?
69. Is the current President in his first or second term?
70. What is self-government?
71. Who governs the people in a self-governed country?
72. What is the “rule of law”?
73. What are “inalienable rights”?
74. There are four amendments to the Constitution about who can vote. Describe one of them.
75. Name one responsibility that is only for United States citizens.
76. Name two rights that are only for United States citizens.
77. Name two rights of everyone living in the U.S.
78. What is the Pledge of Allegiance?
79. Name one promise you make when you say the Oath of Allegiance.
80. Who can vote in the U.S. presidential elections?
81. Name two ways that Americans can participate in their democracy.
82. When is the last day you can send in federal income tax forms?
83. Name two of the natural, or inalienable, rights in the Declaration of Independence.
84. Who wrote the Declaration of Independence?
85. When was the Declaration of Independence adopted?
86. Name one reason why the colonists came to America?
87. What happened at the Constitutional Convention?
88. Why did the colonists fight the British?
89. When was the Constitution drafted?
90. There are 13 original states. Name three.
91. What group of people was taken to America and sold as slaves?
92. Who lived in America before the Europeans arrived?
93. Where did most of America’s colonists come from before the Revolution?
94. Why were the colonists upset with the British government?
95. Name one thing Benjamin Franklin is famous for.
96. Who is called the “Father of Our Country”?
97. Who was the first President?
98. Name one of the writers of the Federalist Papers?
99. What group of essays supported passage of the U.S. Constitution?
100. Name one war fought by the United States in the 1800s.
101. What territory did the United States buy from France in 1803?
102. What country sold the Louisiana Territory to the United States?
103. In 1803, the United States bought a large amount of land from France. Where was that land?
104. Name one of the things that Abraham Lincoln did.
105. Name the U.S. war between the North and the South.
106. Name one problem that led to the Civil War.
107. What did the Emancipation Proclamation do?
108. What did the abolitionists try to end before the Civil War?
109. What did Susan B. Anthony do?
110. Name one war fought by the United States in the 1900s.
111. Who was President during World War I?
112. The United States fought Japan, Germany, and Italy during which war?
113. What was the main concern of the United States during the Cold War?
114. What major event happened on September 11, 2001, in the United States?
115. What international organization was established after World War II (WWII) to keep the world at peace?
116. What alliance of North America and European countries was created during the Cold War?
117. Who was President during the Great Depression and World War II?
118. Which U.S. World War II general later became President?
119. What did Martin Luther King, Jr. do?
120. Martin Luther King, Jr. had a dream for America. What was his dream?
121. What movement tried to end racial discrimination?

122. Name one of the major American Indian tribes in the United States.

123. Name one of the two longest rivers in the United States.

124. What ocean is on the west coast of the United States?

125. What country is on the northern border of the United States?

126. Where is the Grand Canyon?

127. Where is the Statue of Liberty?

128. What country is on the southern border of the United States?

129. Name one large mountain range in the United States.

130. What is the tallest mountain in the United States?

131. Name one U.S. territory.

132. Name the state that is in the middle of the Pacific Ocean.

133. Name one state that borders Canada.

134. Name one state that borders on Mexico.

135. What is the capital of the U.S.?

136. Why does the flag have 13 stripes?

137. Why do we have 13 stripes on the flag?

138. Why does the flag have 50 stars?

139. What is the name of the National Anthem?

140. On the Fourth of July we celebrate independence from what country?

141. When do we celebrate Independence Day?

142. Name two national U.S. holidays.
INTRODUCTION TO THE RUBRICS

The following rubrics are presented as tools for designing rubrics to evaluate the authentic assessments suggested above. They are meant to suggest standards for evaluating projects and some of them can be used directly with the assessments. Some authentic assessments, however, do not have an associated rubric in the following pages. For example, a project designing a children’s book on types of governments does not have a corresponding rubric in this guide. The major reason for this lack of one-to-one correspondence in rubrics is because it is easy to get into the habit of designing a rubric for every assignment that you create. When a teacher has a rubric that specific for just one assignment, it causes several problems:

a. it burdens the teacher for creating a different rubric for every assignment given
b. it causes students to not see that many of the processes and skills required are the same across assignments
c. it prevents students from seeing their growth on essential skills across the entire semester.

It is much better to use the same types of rubrics to grade the same kinds of assignments throughout the year. Good writing, for example, should show the same qualities even if the writing is a letter, research paper, essay, or newspaper article. Though some of the particulars will differ (such as the format, the audience, the preparation, or the resources required) the basic elements of communicating through writing are the same in all of these types of writing. In the same way, multimedia presentations (whether internet, powerpoint, or even old-fashioned posterboard) share the same common elements: effective communication through a combination of visuals and text.

Thus the following rubrics are not specific to any of the particular assignments listed in this guide. They are meant to suggest standards for those assignments and allow teachers to create rubrics that best fit the situation going on in the classroom. Teachers are free to edit and change the rubrics in anyway that they see fit (as long as its consistent with good assessment and rubric design as already discussed in this guide) for the assignments that they create.

Some of the authentic assessments in this guide are better scored with checklists than rubrics. A rubric describes levels of performance; a checklist merely details the specific requirements of an assignment without attempting to delineate whether the work was of a novice or an expert. Some of the authentic assessments in this guide are simple and quick and it may therefore be easier to grade them with a list. The more complex the assignment, the greater the likelihood that a rubric will be better in evaluating it.
## Advertisement Rubric

Name: __________________________________ Date: ______________ Class:__________________  
Project: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar</strong></td>
<td>Grammatical and/or spelling errors present which make meaning unclear.</td>
<td>&gt; 5 minor spelling or grammatical errors that do not detract from meaning.</td>
<td>1-4 minor spelling or grammatical errors that do not detract from meaning</td>
<td>No spelling or grammatical errors.</td>
</tr>
<tr>
<td><strong>Rhetoric</strong></td>
<td>Advertisement has no identifiable propaganda technique and does not state What, When and Where. Advertisement does not convince readers.</td>
<td>Advertisement is missing two or more elements (either a propaganda technique or information on What, When, Where) Advertisement is appealing but entirely convincing.</td>
<td>Advertisement is missing one element (either a propaganda technique or information on What, When, Where) Advertisement has appeal and some convincing qualities.</td>
<td>Advertisement has an easily identifiable propaganda technique and clearly states What, When, and Where. Advertisement has appeal and strongly convinces its audience.</td>
</tr>
<tr>
<td><strong>Creative/Artistic Appeal</strong></td>
<td>Product shows potential. However created with no thought or effort. Little visual or audio appeal. The medium does not meet any of the requirements.</td>
<td>Product created with thought and/or effort. Some visual or audio appeal. The medium meets some of the requirements.</td>
<td>Product shows thought or effort. Has visual or audio appeal. The medium meets the minimum requirements.</td>
<td>Product is created with thorough thought and effort. Appeals visually or auditorily. The medium exceeds the requirements.</td>
</tr>
<tr>
<td><strong>Layout</strong></td>
<td>Lack of layout or organization, making the advertisement incomprehensible.</td>
<td>Layout is somewhat messy and use of textual elements causes the reader difficulty.</td>
<td>Layout is neat but may not be as effective because textual elements may be difficult to read.</td>
<td>Layout is dramatic and engaging; textual elements are easy to read and appealing.</td>
</tr>
</tbody>
</table>
# Biography Rubric

Name: ___________________________ Date: ___________ Class: ____________________

Project: __________________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Student does not show how the person made a difference.</td>
<td>Student tells how the person made a difference but provides no evidence.</td>
<td>Student uses evidence to show how the person made a difference.</td>
<td>Student uses several pieces of evidence to show how the person made a difference.</td>
</tr>
<tr>
<td></td>
<td>Student relies on quotes from others to retell the person's life story.</td>
<td>Student has some difficulty retelling the person's life story in own words.</td>
<td>Student uses own words to retell the person's life story.</td>
<td>Student uses creativity and originality in retelling the person's life story.</td>
</tr>
<tr>
<td></td>
<td>Student lists details or leaves them out entirely; does not attempt to evaluate the significance of this person in history.</td>
<td>Student includes many details which are merely trivial and which do not help establish the significance of this person in history.</td>
<td>Student includes many relevant details of the person's life but may not evaluate the significance of the person in history.</td>
<td>Student includes all of the relevant details of the person's life and evaluates the significance of this person to history.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Student has not conducted research.</td>
<td>Student conducts some research to use as evidence in the biography, but the evidence lacks validity; student uses one source or type of source far too often.</td>
<td>Student conducts some research to use as evidence in the biography; research may rely on one source or type of source too often.</td>
<td>Student conducts research to use as evidence in the biography; research includes multiple types of sources.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Paper includes so many errors in spelling, capitalization, punctuation, and language usage that understanding the paper is difficult.</td>
<td>Paper includes some errors in spelling, capitalization, punctuation, or language usage that detract from meaning.</td>
<td>Paper includes no errors in spelling, capitalization, punctuation, or language usage that detract from meaning.</td>
<td>Paper includes no errors in spelling, capitalization, punctuation, or language usage.</td>
</tr>
<tr>
<td></td>
<td>Paper is confusing and disorganized to the point to be almost incomprehensible.</td>
<td>Paper shows many instances where disorganization detracts the reader's comprehension.</td>
<td>Paper has a few places were better organization would make it easier for the reader to comprehend.</td>
<td>Paper is organized clearly so that it reads smoothly from beginning to end.</td>
</tr>
</tbody>
</table>
## Book Review Rubric

Name: __________________________________ Date: ______________ Class:__________________

Project: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of the Book</strong></td>
<td>Summary is mostly an outline of the book and does not discuss major themes or ideas of the work. Quotes are used ineffectively if used at all. Student does not convey the major ideas of the work in his or her own words.</td>
<td>Summary consists of a discussion of the major themes, ideas, and characters from the work; quotes may be used ineffectively (either too many or not illustrative of the ideas of the work). Student has not effectively conveyed ideas from the book in his or her words.</td>
<td>Summary consists of a discussion of major themes, ideas, and characters in the work; while selected quotes may reflect the major ideas of the work, they tend to be overused. Ideas from the book are discussed mostly in the student's own words.</td>
<td>Summary consists of a discussion of the major themes, ideas, and characters in the work; quotes are used to illustrate these ideas. Ideas from the book are discussed in the student's own words.</td>
</tr>
<tr>
<td><strong>Critique of the Book</strong></td>
<td>Critique consists of an opinion of the work based on personal feeling. This critique does not focus on the themes, writer's craft, intent, arguments, or style</td>
<td>Critique consists of thoughts, responses, and reaction to the work. The student reviews only one aspect of the work while ignoring the author's intent, argument, or success in writing the work. Review lacks a critical eye.</td>
<td>Critique consists of thoughts, responses, and reaction to the work. The reviewer may only discuss, however, a few aspects of the work while not evaluating the author's intent, arguments, and overall success of the work.</td>
<td>Critique consists of thoughts, responses, and reaction to the work. The student has discussed the author's aims, intent, themes, the subject of the work, arguments and evaluates the work's success in achieving its goals.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Structure of the paper does not follow a logical order. There are no clear transitions, the writing may jump around, and the structure makes the review confusing.</td>
<td>Structure of the paper does not follow a logical order. The writing or ideas may jump around; it is not cohesive. There is not a clear introduction or conclusion.</td>
<td>Structure of the paper flows and is easily read, but some transitions may be missing or faulty. There is some illogical order in the sequence of topics. There is a clear cut introduction, body, and conclusion.</td>
<td>Structure of the paper flows and is easily read because of smooth transitions from paragraph to paragraph. The sequence of topics is in a logical order. There is a clear cut introduction, body, and conclusion.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Multiple incomplete sentences, fragments, and run-ons. An abundance of grammatical and spelling errors make the writing confusing.</td>
<td>There are a few incomplete sentences or fragments as well as run-on sentences. Many grammatical and spelling errors detract from the writing.</td>
<td>Uses complete sentences and a variety of sentence types; makes several spelling or grammatical errors.</td>
<td>Uses complete sentences and a variety of sentence types; makes few to no spelling or grammatical errors.</td>
</tr>
<tr>
<td><strong>Citation</strong></td>
<td>Bibliographic information is not provided; in-text citation is not provided.</td>
<td>Bibliographic information is provided but is in the wrong format; in-text documentation contains errors.</td>
<td>Bibliographic information is accurately cited; in-text documentation is correct.</td>
<td>Bibliographic information is accurately cited. In-text documentation is correct.</td>
</tr>
</tbody>
</table>
# Children’s Book Rubric

Name: ___________________________ Date: ______________ Class:__________________

Project: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Layout and Design</td>
<td>Book is disorganized, not inviting to children, lacks color, illustrations, or engaging material.</td>
<td>Book is somewhat organized, but may not be appealing to children because of lack of illustrations or poor quality in design.</td>
<td>Book is organized and appeals to children through the use of illustrations and color. Design may be flawed by minor errors.</td>
<td>Book is well organized and engaging to children through use of well-placed illustrations and clever use of color and design.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Mistakes in grammar, spelling, and punctuation make the work flawed.</td>
<td>Many mistakes in grammar, spelling, and punctuation could have been fixed through more judicious editing.</td>
<td>Only a few mistakes in grammar, spelling, and punctuation.</td>
<td>Little to no mistakes in grammar, spelling, and punctuation.</td>
</tr>
<tr>
<td>Audience</td>
<td>Does not consider audience; sentences are not appropriate for children.</td>
<td>Rarely considers audience; sentences show great inconsistency for a children’s book.</td>
<td>Considers that the work is for children and writes mostly appropriately; some sentences are beyond the level of a children's book.</td>
<td>Considers audience and writes a work that is not only appropriate for children but is entertaining and engaging. Sentences show variety while keeping a focus on the audience.</td>
</tr>
<tr>
<td>Content</td>
<td>Does not cover the content; makes multiple errors in what content is included; or focuses on trivial information.</td>
<td>Focuses on trivial information or makes errors in content included. Occasionally strays outside the required content.</td>
<td>Includes required content and makes very few errors. Sometimes focuses on the trivial.</td>
<td>Includes required content, makes few errors, and focuses on the most important information to be included.</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Illustrations do not help explain the content; are messy or blurred; or lacking entirely.</td>
<td>Illustrations occasionally help explain the content, but are often poorly executed.</td>
<td>Illustrations match the content; sometimes illustrations have minor flaws or errors, but are overall well executed.</td>
<td>Illustrations match and explain the content; illustrations are well-executed, clear, and pleasing to the eye.</td>
</tr>
</tbody>
</table>
Cooperative Learning Rubric

Name: ___________________________ Date: ___________ Class: ______________

Project: __________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Participation</strong></td>
<td>Only one or two persons actively participate</td>
<td>At least half the students confer or present</td>
<td>At least 3/4 of students actively participate</td>
<td>All students enthusiastically participate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Shared Responsibility</strong></td>
<td>Exclusive reliance on one person</td>
<td>Responsibility is shared by 1/2 the group</td>
<td>Responsibility is shared by most group</td>
<td>Responsibility for task is shared evenly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>members</td>
<td>members</td>
<td></td>
</tr>
<tr>
<td><strong>Quality of Interaction</strong></td>
<td>Little interaction; very brief conversations;</td>
<td>Some ability to interact; attentive listening;</td>
<td>Students show adeptness in interacting; lively</td>
<td>Excellent listening and leadership skills</td>
</tr>
<tr>
<td></td>
<td>some students were disinterested or distracted</td>
<td>some evidence of discussion or alternatives</td>
<td>discussion centers on the task</td>
<td>exhibited; students reflect awareness of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>others’ views and opinions in their discussions</td>
</tr>
<tr>
<td><strong>Roles Within Group</strong></td>
<td>No effort made to assign roles to group</td>
<td>Students assigned roles but roles were not</td>
<td>Each student assigned a role but roles not</td>
<td>Each student assigned a clearly defined role;</td>
</tr>
<tr>
<td></td>
<td>members</td>
<td>consistently implemented</td>
<td>clearly defined or consistently implemented</td>
<td>group members perform roles effectively</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Debate Rubric

Name: ___________________________ Date: _____________ Class: ____________________

Project: __________________________________________________________________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening and Closing Statements</td>
<td>Opening and closing statements do little more than state the position.</td>
<td>Opening and closing statements minimally outline the argument.</td>
<td>Opening outlines the argument and generates some interest; closing reemphasizes the argument and takes into consideration a few points raised in the debate.</td>
<td>Opening and closing outlines the argument; opening engages the audience; closing summarizes, considers the points brought out in debate, and leaves the audience with a strong conclusion.</td>
</tr>
<tr>
<td>Rebuttals</td>
<td>Is unable to respond to issues raised by opponents in meaningful or accurate ways.</td>
<td>Sometimes caught off-guard by arguments of opposing side; offers a few, though vague or illogical, responses to the issues raised by opponents.</td>
<td>Responds to issues raised by opponents with mostly logical, concise, and clear statements.</td>
<td>Responds to issues raised by opponents with logical, concise, and clear statements that effectively challenge the arguments raised.</td>
</tr>
<tr>
<td>Effective use of Content</td>
<td>Demonstrates an inadequate understanding of the content; makes numerous errors in factual information.</td>
<td>Demonstrates an understanding of some of the factual information or major ideas but makes mistakes in using the material effectively.</td>
<td>Demonstrates a good understanding of the content of the debate; makes effective use of factual information to draw conclusions and make connections.</td>
<td>Demonstrates a sophisticated understanding of the content of the debate; is able to draw conclusions, make connections, and offer original interpretations of content.</td>
</tr>
<tr>
<td>Persuasive Appeal</td>
<td>Does not use persuasive rhetoric.</td>
<td>Makes minimal use of persuasive appeal.</td>
<td>Uses a strong balance of emotional, logical, and ethical appeals.</td>
<td>Makes deliberate and effective use of emotional, logical, and ethical appeals to effectively persuade.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Uses colloquial, simplistic, or grammatical flawed language.</td>
<td>Uses some language appropriate to a debate but does not have a formal tone.</td>
<td>Uses language that is appropriate to a debate; strong use of conventions conveys a formal tone; minor lapses.</td>
<td>Uses sophisticated language that is debate-appropriate; strong formal tone is present.</td>
</tr>
</tbody>
</table>
# Discussion Rubric

Name: ___________________________ Date: _______________ Class:__________________

Project: __________________________________________________________________________

<table>
<thead>
<tr>
<th>SUBSTANTIVE</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>States and identifies issues</strong></td>
<td>Does not state any issues</td>
<td>States a relevant factual, ethical, or definitional issue as a question</td>
<td>Accurately states an issue</td>
<td>Accurately states and identifies issues</td>
</tr>
<tr>
<td><strong>Uses foundational knowledge</strong></td>
<td>Does not express any relevant foundational knowledge</td>
<td>Accurately expresses relevant foundational knowledge pertaining to an issue raised by someone else</td>
<td>Accurately expresses relevant foundational knowledge pertaining to an issue raised during the discussion</td>
<td>Accurately expresses relevant foundational knowledge pertaining to issues raised during the discussion</td>
</tr>
<tr>
<td><strong>Stipulates claims or definitions</strong></td>
<td>Does not stipulate a claim or definition</td>
<td>Does not stipulate a claim or definition</td>
<td>Does not stipulate a claim or definition</td>
<td>Pursues an issue with a stipulation</td>
</tr>
<tr>
<td><strong>Elaborates statements with explanations, reasons, or evidence</strong></td>
<td>Does not elaborate any issues</td>
<td>Elaborates a statement with an explanation, reasons, or evidence</td>
<td>Pursues an issue with at least one elaborated statement</td>
<td>Pursues an issue with one or more elaborated statements</td>
</tr>
<tr>
<td><strong>Recognizes values or value conflict</strong></td>
<td>Does not recognize value or value conflict</td>
<td>Does not recognize value or value conflict</td>
<td>Does not recognize value or value conflict</td>
<td>Recognizes values or value conflict</td>
</tr>
<tr>
<td><strong>Argues by analogy</strong></td>
<td>Does not use analogy to advance the discussion</td>
<td>Does not use analogy to advance the discussion</td>
<td>Does not use analogy to advance the discussion</td>
<td>Uses analogy to advance the discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCEDURAL</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Invites contributions from others</strong></td>
<td>Does not invite comments from others</td>
<td>Does not invite comments from others</td>
<td>Invites comments from others</td>
<td>Invites others to discuss with their comments</td>
</tr>
<tr>
<td><strong>Acknowledges the statements of others</strong></td>
<td>Does not acknowledge the statements of others</td>
<td>Does not acknowledge the statements of others</td>
<td>Does not acknowledge the statements of others</td>
<td>Engages others in the discussion by acknowledging their contributions</td>
</tr>
<tr>
<td><strong>Challenges the accuracy, logic, relevance, or clarity of statements</strong></td>
<td>Does not challenge the accuracy, clarity, relevance, or logic of statements</td>
<td>Does not challenge the accuracy, clarity, relevance, or logic of statements</td>
<td>Responds in a civil manner to a statement made by someone else by challenging its accuracy, clarity, relevance, or logic</td>
<td>Constructively challenges the accuracy, clarity, relevance, or logic of statements made</td>
</tr>
<tr>
<td><strong>Summarizes points of agreement and disagreement</strong></td>
<td>Does not summarize points of agreement or disagreement</td>
<td>Does not summarize points of agreement or disagreement</td>
<td>Does not clearly summarize points of agreement</td>
<td>Summarizes points of agreement and disagreement</td>
</tr>
</tbody>
</table>
## Dramatization Rubric

Name: ___________________________ Date: ____________ Class:__________________

Project: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Dramatization does not clearly convey the main points of the content; makes major errors of fact or contains no factual information.</td>
<td>Dramatization confuses the main points of the content; makes errors of fact.</td>
<td>Dramatization suggests several main points of the content; includes relevant factual details; may make a few mistakes.</td>
<td>Dramatization clearly focuses on a major point of the content; uses relevant factual information accurately.</td>
</tr>
<tr>
<td>Characters</td>
<td>Characters were not clearly identified; their roles were confusing or not essential to presenting the material.</td>
<td>Characters were identified, but somewhat confusing; some characters included were not essential.</td>
<td>Characters were identified and made relevant contributions to understanding the content.</td>
<td>Characters were identified and made relevant contributions to understanding the major ideas of the content; characters were historically accurate.</td>
</tr>
<tr>
<td>Emotion</td>
<td>Very little emotional or intellectual connection to the content.</td>
<td>Some emotional or intellectual connection to the content was suggested.</td>
<td>Dramatization made emotional and intellectual connections to the content.</td>
<td>Dramatization made the content “come alive” and seem real to the audience in a way that suggested deep emotional and intellectual understanding.</td>
</tr>
<tr>
<td>Performance</td>
<td>Acting was done in a silly manner that suggested little engagement with the dramatization.</td>
<td>Silly behavior and lack of focus marred the performance.</td>
<td>Performance suggests engagement with the material as a strong attempt to engage the audience.</td>
<td>Performance seems as if it were prepared for a movie or television; audience is effectively pulled into the reality that the actors create.</td>
</tr>
<tr>
<td>Script</td>
<td>No script is written.</td>
<td>Minimal script is prepared; actors planned to “wing it.”</td>
<td>Script is prepared including major dialogue.</td>
<td>Script is prepared with good stage directions for a strong performance.</td>
</tr>
</tbody>
</table>
# Editorial Rubric

Name: ___________________________ Date: ___________ Class:__________________

Project: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Level</th>
<th>Performance Indicators</th>
</tr>
</thead>
</table>
| 1 Limited | 1. This editorial contains an issue which impacts only a few people in the society.  
2. This editorial is written with a boring lead which does not encourage the reader to continue.  
3. This story contains no background information about the issue being discussed.  
4. The writer is very confusing about his/her opinion on the issue.  
5. This editorial does not contain any valid reasons for the given opinion.  
6. None of the reasons address the intended audience.  
7. The reasons are not written in good paragraphs and have no logical order.  
8. The writer does not use any transitions between ideas.  
9. The ending of the story does not summarize any of the reasons.  
10. The ending of the story does not give any clear recommendations for the reader to take action.  
11. The editorial contains many grammar and spelling mistakes.                                                                                     |
| 2 Developing | 1. This editorial is written with a lead but it needs to be more interesting.  
2. This story contains very little background information about the issue at hand.  
3. This editorial has an opinion which is somewhat confusing.  
4. This editorial contains only one really valid reason for the opinion given, and a few debatable reasons.  
5. One of the reasons would concern the intended audience.  
6. The reasons are not necessarily written in distinct paragraphs.  
7. The writer uses only a couple transitions between ideas.  
8. The ending of the story restates one of the reasons.  
9. The writer ends the editorial giving only one recommendation for the reader.  
10. The editorial contains several grammar and spelling mistakes.                                                                                   |
| 3 Proficient | 1. This editorial is written with an interesting lead to bring the reader into the story.  
2. This story contains some background information about the issue being debated.  
3. This editorial has an opinion that could be stated more clearly using better wording.  
4. This editorial contains a few reasons for the stated opinion that are very distinct from each other and logical for the argument.  
5. Two of the reasons would concern the intended audience.  
6. Each reason is written in separate paragraphs, but not necessarily in the topic sentence.  
7. The writer uses some transitions between each idea.  
8. The ending of the story restates most of the reasons.  
9. The writer ends the editorial giving a few specific recommendations for the reader.  
10. The editorial contains mostly correct grammar and spelling.                                                                                     |
| 4 Advanced | 1. This editorial is written with an interesting lead to bring the reader into the story.  
2. This story contains an abundant amount of background information about the issue.  
3. This editorial has a clearly stated opinion toward the beginning of the editorial.  
4. This editorial contains multiple different, but logical reasons for the stated opinion.  
5. All of the reasons are written to convince the appropriate audience.  
6. Each reason is written in a topic sentence of separate paragraphs.  
7. The writer uses effective words throughout the editorial to make transitions between ideas.  
8. The ending of the story restates all the reasons in one sentence.  
9. The writer ends the editorial giving several specific recommendations for the reader to take action.  
10. The writer uses all correct grammar and spelling.                                                                                                 |

Performance Assessment in Civics and Economics
# Formal Presentation Rubric

Name: __________________________________ Date: ______________ Class:__________________

Project: ____________________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Thesis not clear; information included that does not support thesis in any way</td>
<td>There is a great deal of information that is not clearly connected to the thesis</td>
<td>Sufficient information that relates to thesis; many good points made but there is an uneven balance and little variation</td>
<td>An abundance of material clearly related to thesis; points are clearly made and all evidence supports thesis; varied use of materials</td>
</tr>
<tr>
<td><strong>Coherence and</strong></td>
<td>Presentation is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentation</td>
<td>Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy</td>
<td>Most information presented in logical sequence; generally well organized but better transitions from idea to idea and medium to medium needed</td>
<td>Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>Repetitive with little or no variety; insufficient use of multimedia</td>
<td>Little or no variation; material presented with little originality or interpretation</td>
<td>Some originality apparent; good variety and blending of materials/media</td>
<td>Very original presentation of material; uses the unexpected to full advantage; captures audience’s attention</td>
</tr>
<tr>
<td><strong>Material</strong></td>
<td>Little or no multimedia used or ineffective use of multimedia; imbalance in use of materials—too much of one, not enough of another</td>
<td>Choppy use of multimedia materials; lacks smooth transition from one medium to another; multimedia not clearly connected to thesis</td>
<td>Use of multimedia not as varied and not as well connected to thesis</td>
<td>Balanced use of multimedia materials; properly used to develop thesis; use of media is varied and appropriate</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong></td>
<td>Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone</td>
<td>Some mumbling; little eye contact; uneven rate; little or no expression</td>
<td>Clear articulation but not as polished</td>
<td>Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence</td>
</tr>
<tr>
<td><strong>Audience Response</strong></td>
<td>Incoherent; audience lost interest and could not determine the point of the presentation</td>
<td>Some related facts but went off topic and lost the audience; mostly presented facts with little or no imagination</td>
<td>Presented facts with some interesting &quot;twists&quot;; held the audience’s attention most of the time</td>
<td>Involved the audience in the presentation; points made in creative way; held the audience’s attention throughout</td>
</tr>
<tr>
<td><strong>Length of Presentation</strong></td>
<td>Too long or too short; ten or more minutes above or below the allotted time</td>
<td>Within six minutes of allotted time +/-</td>
<td>Within four minutes of allotted time +/-</td>
<td>Within two minutes of allotted time +/-</td>
</tr>
</tbody>
</table>
## Graphic Organizer Rubric

Name: ______________________________ Date: ______________ Class:__________________

Project: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrangement of Concepts</strong></td>
<td>Main concept not clearly identified; highly disorganized.</td>
<td>Main concept may be identified but relationship to subconcepts is unclear.</td>
<td>Main concept easily identified; most subconcepts branch from main idea.</td>
<td>Main concept easily identified; subconcepts branch appropriately from main idea</td>
</tr>
<tr>
<td><strong>Links and Linking Lines</strong></td>
<td>Linking lines do not point in the correct direction; do not clarify relationships between concepts.</td>
<td>Linking lines not always pointing in correct direction; linking words don’t clarify relationships between concepts.</td>
<td>Most linking lines connect properly; most linking words accurately describe the relationship between concepts.</td>
<td>Linking lines connect related terms/point in correct direction; linking words accurately describe relationship between concepts.</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Graphics used incorrectly or not all; graphics do not enhance the understanding of the concept.</td>
<td>Graphics used inappropriately and excessively; graphics poorly selected and don’t enhance the topic; some graphics are blurry and ill-placed.</td>
<td>Graphics used appropriately most of the time; most graphics selected enhance the topic, are of good quality, and are situated in logical places on the page.</td>
<td>Graphics used appropriately; greatly enhance the topic and aid in comprehension; are clear, crisp and well situated on the page.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Contains very little content or trivial information; not logically arranged; numerous errors in spelling and grammar.</td>
<td>Contains some information; contains some trivia; is not logically arranged; contains numerous spelling and grammatical errors.</td>
<td>Reflects most of the essential information; is generally logically arranged; concepts presented without too many excess words; fewer than three misspellings or grammatical errors.</td>
<td>Reflects essential information; is logically arranged; concepts succinctly presented; no misspellings or grammatical errors</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td>Lacking in a good design; makes it difficult for the viewer to see or read the organizer; little or no color.</td>
<td>Cluttered design; low in visual appeal; choice of colors lacks visual appeal and impedes comprehension.</td>
<td>Design is fairly clean, with a few exceptions; diagram has visual appeal; four or fewer symbol shapes; fits page; color used effectively for emphasis.</td>
<td>Clean design; high visual appeal; four or fewer symbol shapes; fits page; color used effectively for emphasis.</td>
</tr>
</tbody>
</table>
# Internet Research Rubric

Name: ______________________ Date: ____________ Class:__________________

Project: ________________________________________________________________

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Limited</td>
<td>• gathers information from one Internet site with teacher assistance &lt;br&gt; • with assistance distinguishes between some factual information and opinion &lt;br&gt; • there is evidence of difficulty in organizing the information gathered &lt;br&gt; • spelling, grammar, capitalization, and punctuation are inconsistent; errors may interfere with writer’s intended meaning &lt;br&gt; • does not accurately cite the source of the information</td>
</tr>
<tr>
<td>2 Developing</td>
<td>• gathers information using one Internet site &lt;br&gt; • distinguishes between some factual information and opinion &lt;br&gt; • attempts to organize the information acquired &lt;br&gt; • some errors in spelling, grammar, capitalization, and punctuation do not detract from the meaning of the content &lt;br&gt; • makes mistakes in citing the information, making it difficult to locate the source</td>
</tr>
<tr>
<td>3 Proficient</td>
<td>• gathers information from 3 or more Internet sites &lt;br&gt; • evaluates the relevance of information gathered &lt;br&gt; • distinguishes between factual information and opinion &lt;br&gt; • effectively organizes the information acquired &lt;br&gt; • spelling, grammar, capitalization, and punctuation are effective &lt;br&gt; • accurately cites the source and location of the information</td>
</tr>
<tr>
<td>4 Advanced</td>
<td>• gathers information from 4 or more Internet sites &lt;br&gt; • evaluates the relevance of information gathered &lt;br&gt; • compares the four sources against each other &lt;br&gt; • distinguishes between factual information and opinion &lt;br&gt; • effectively organizes the information acquired &lt;br&gt; • spelling, grammar, capitalization, and punctuation are effective &lt;br&gt; • accurately cites the source and location of the information</td>
</tr>
</tbody>
</table>
# Journal/Reflection Rubric

Name: __________________________ Date: ____________ Class: __________________

Project: __________________________________________________________________________

<table>
<thead>
<tr>
<th>Content</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal summarizes information; entries do not show that the learner is reflecting on the material. No connections are made between the pieces of content.</td>
<td>Some entries show reflection on the material, but much of the writing is superficial and focused on the factual. No connections are made between the pieces of content.</td>
<td>Most entries show reflection on the material and application of the content to the student's personal life. Some occasional connections are made between various pieces of content.</td>
<td>Entries show consistent reflection on the material and application to the student's personal life. Connections between various pieces of content are made; connections to the wider world and other texts are apparent.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Stance</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner makes no attempt to critically evaluate or analyze the material in the reflection.</td>
<td>Learner makes some attempt to critically evaluate or analyze the material in the reflection</td>
<td>Learner makes a strong attempt to critically evaluate or analyze the material in the reflection.</td>
<td>Learner is critical of the information; makes judgments; asks questions of the content in order to analyze for deeper meaning.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conventions</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner makes numerous mistakes in spelling, punctuation, and grammar. Difficulties with conventions make the journal difficult to read and comprehend.</td>
<td>Learner makes many mistakes in spelling, punctuation, and grammar. Mistsakes in conventions suggest that more rigorous editing would make the journal more easily readable.</td>
<td>Learner makes a few mistakes in spelling, punctuation, and grammar. Mistsakes do not distract from comprehension of the journal entries.</td>
<td>Learner makes almost no mistakes in spelling, punctuation, and grammar. Entries are engaging because the fluent use of conventions makes them easy to read and comprehend.</td>
<td></td>
</tr>
</tbody>
</table>
Journal of Historical Character Rubric

Name: ___________________________ Date: _____________ Class:__________________

Project: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Does not use factual information that would have been known to the historical character. Misses opportunities to use relevant social studies vocabulary.</td>
<td>Contains little factual information that would have been known to the historical character. Misses some opportunities to use relevant social studies vocabulary.</td>
<td>Contains an adequate amount of factual information that would have been known to the historical character. Misses a few opportunities to use relevant and important social studies vocabulary.</td>
</tr>
<tr>
<td><strong>Characterization</strong></td>
<td>Does not stay in character throughout the entries; entries indicate little familiarity with the character’s life and contributions to history.</td>
<td>Sometimes falls out of character throughout the entries; some knowledge of the character’s life and contributions to history.</td>
<td>Maintains the voice of the character throughout the entries; knows the basics on how this character contributed to history.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Learner makes numerous mistakes in spelling, punctuation and grammar. Difficulties with conventions make the journal difficult to read and comprehend. Conventions used suggest that the learner has decided to use style, tone, and vocabulary more appropriate to his or her own time.</td>
<td>Learner makes many mistakes in spelling, punctuation, and grammar. Mistakes in conventions suggest that more rigorous editing would make the journal more easily readable. Conventions used suggest that the leader has made some attempt at copying the style, tone, and vocabulary of the character’s time.</td>
<td>Learner makes a few mistakes in spelling, punctuation, and grammar. Conventions used demonstrate that the learner has used the style, tone, and vocabulary appropriate to the character’s time period.</td>
</tr>
</tbody>
</table>
Letter Writing Rubric (Historical)

Name: ___________________________ Date: ______________ Class:__________________

Project: __________________________________________________________________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Does not include relevant content to the topic under discussion; strays into topics that have little to do with important social studies concepts. Material is not organized in a logical or clear manner.</td>
<td>Includes some relevant content to the topic but often makes errors in use of the content; often strays into topics that are not important.</td>
<td>Includes the most relevant content to the topic but may make a few minor errors; content stays focused on what is important and relevant.</td>
<td>Includes all the relevant and important content related to the topic; makes sophisticated use of social studies concepts. Organization of content shows evidence of a logical design.</td>
</tr>
<tr>
<td>Layout</td>
<td>Does not follow letter-writing format.</td>
<td>Follows some of the expectations for letter writing format.</td>
<td>Follows most of the expectations for letter writing.</td>
<td>Uses the expectations for letter writing accurately and neatly.</td>
</tr>
<tr>
<td>Audience</td>
<td>Does not consider intended audience.</td>
<td>Rarely considers the intended audience.</td>
<td>Considers the intended audience though misses some opportunities to make connections that are important.</td>
<td>Considers the intended audience and alters writing to accommodate knowledge of that audience.</td>
</tr>
<tr>
<td>Conventions</td>
<td>Many mistakes in grammar, spelling, and punctuation; leads to confusion.</td>
<td>Mistakes in grammar, spelling, and punctuation inhibit comprehension.</td>
<td>Only a few mistakes in grammar, spelling, and punctuation.</td>
<td>Writing is free of errors, making its content easy to comprehend.</td>
</tr>
</tbody>
</table>
Mock Trial Rubric

Name: ___________________________ Date: ___________ Class: __________________

Project: ___________________________________________________________________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure</td>
<td>Demonstrates little or no knowledge of correct sequence of trial procedure.</td>
<td>Demonstrates some knowledge of correct sequence of trial procedure.</td>
<td>Demonstrates mostly correct knowledge of sequence of trial procedure.</td>
<td>Demonstrates strong knowledge of trial procedure; is able to use procedural rules to his or her advantage.</td>
</tr>
<tr>
<td>Opening Statement</td>
<td>Limited opening statement; unclear and unfocused about the law and facts of the case.</td>
<td>Opening statement is unclear and jumbled; attempt made at suggesting the law and facts of the law.</td>
<td>Clear and precise opening statement which cites the law and note the facts of the case.</td>
<td>Persuasive, clear, and precise opening statement which shows deep understanding of the law and a clear exposition of the facts of the case.</td>
</tr>
<tr>
<td>Information Gathering</td>
<td>Not familiar with case materials and not prepared to cross examine witnesses. Does not use objections to bolster case.</td>
<td>Analyzes testimony and evidence but allows witnesses to explain their answers; not ready to adapt questions to the testimony. Makes only a few weak objections.</td>
<td>Analyzes the testimony and attempts to discredit testimony in the case of defense; exposes weakness of witnesses; elicits decisive testimony in the case of prosecution. Uses objections to the benefit of the case.</td>
<td>Analyzes adverse testimony; probes witnesses for weakness; discredits evidence presented; establishes definitive testimony in the case of prosecution. Uses both procedural and legal objections to bolster the case.</td>
</tr>
<tr>
<td>Closing Statement</td>
<td>Does not take into account testimony; closing statement lacking evidence to support the case; argument not organized.</td>
<td>Reads a closing statement composed before the trial showing some evidence; argument disorganized.</td>
<td>Presents an outline of the case highlighting the weaknesses and strengths of the testimony; may forget to remind the jury of the law in the case.</td>
<td>Outlines the case highlighting weaknesses and strengths of the testimony; closes with a clear statement of the law and the facts of the case; reminds the jury of the burden of proof.</td>
</tr>
<tr>
<td>Presentation Skills</td>
<td>Great difficulty in communicating ideas.</td>
<td>Some difficulty in communicating ideas.</td>
<td>Adequate preparation and delivery.</td>
<td>Uses enthusiasm, voice projection, and language to achieve a strong delivery.</td>
</tr>
</tbody>
</table>
# Model/Museum Exhibit/Diorama Rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Insufficient research has resulted in little content and many factual errors.</td>
<td>Some research shows an attempt to find content, but misses the most important information and has errors.</td>
<td>Research shows good content knowledge and use of the most important information; some minor errors.</td>
<td>Research shows outstanding use of the most relevant content; the most important ideas are the center of the project.</td>
</tr>
<tr>
<td><strong>Images/Models</strong></td>
<td>Too few images or models are used; those used do not sufficiently explain or illustrate the content.</td>
<td>Some images or models are effectively used, but content is largely unexplained.</td>
<td>Models and images are effectively used to explain and illustrate content. Some minor revisions would make more effective use possible.</td>
<td>Exemplary use of images and models effectively explains the content; the viewer has a strong and complete understanding of the topic.</td>
</tr>
<tr>
<td><strong>Labels</strong></td>
<td>Errors in labeling or lack of labeling inhibit comprehension of the model.</td>
<td>Some errors in labeling or lack of labels cause some comprehension issues.</td>
<td>Labels are neat, accurate, and comprehensive, leading to a solid understanding of the model.</td>
<td>Labels are neat, accurate, informative, and comprehensive, leaving no doubts for the viewer of the model.</td>
</tr>
<tr>
<td><strong>Style and Organization</strong></td>
<td>Display is messy, unorganized, and incomplete.</td>
<td>Display is interesting, but is jumbled and may show some messiness.</td>
<td>Display is attractive, organized, and neat.</td>
<td>Display is not only attractive, organized, and neat, but visually stimulating and appealing.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Student uses few resources (often just the textbook) and fails to provide accurate documentation.</td>
<td>Student uses 1-2 resources and does not document them accurately or completely.</td>
<td>Student uses many resources often relying on one or two of them; documents resources mostly accurately.</td>
<td>Student uses a balance of many resources and documents them accurately and completely.</td>
</tr>
<tr>
<td><strong>Oral Explanation</strong></td>
<td>Student cannot explain his or her project; cannot answer questions about the work.</td>
<td>Student can only answer basic questions about the project such as the materials or the layout.</td>
<td>Student can answer basic questions about the content of the project as well as the logic behind the design.</td>
<td>Student can respond thoughtfully to questions about the content of the project as well as the design.</td>
</tr>
</tbody>
</table>
# Multimedia Project Rubric

Name: __________________________________ Date: ______________ Class:__________________

Project: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Notetaking</td>
<td>Research notes show you recorded information from four or fewer resources, did not find graphics or sounds, and ignored alternative points of view.</td>
<td>Research notes show you misinterpreted statements, graphics and questions and failed to identify relevant arguments.</td>
<td>Research notes show you recorded relevant information from multiple sources of information, evaluated and synthesized relevant information.</td>
<td>Research notes indicate you accurately researched a variety of information sources, recorded and interpreted significant facts, meaningful graphics, and accurate sounds and evaluated alternative points of view.</td>
</tr>
<tr>
<td>Introduction</td>
<td>The introduction does not orient the audience to what will follow.</td>
<td>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.</td>
<td>The introduction is clear and coherent and relates to the topic.</td>
<td>The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience's interests or goals.</td>
</tr>
<tr>
<td>Content</td>
<td>The content lacks a clear point of view and logical sequence of information. Includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect. Sequencing of ideas is unclear.</td>
<td>The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information with few facts. Some of the information may not seem to fit. Sources used appear unreliable.</td>
<td>The content is written with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources.</td>
<td>The content is written clearly and concisely with a logical progression of ideas and supporting information. The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the main idea. Information is accurate, current, and comes from reliable sources.</td>
</tr>
<tr>
<td>Text Elements</td>
<td>The text is extremely difficult to read with long blocks of text and small point size of fonts, inappropriate contrasting colors, poor use of headings, subheadings, indentations, or bold</td>
<td>Overall readability is difficult with lengthy paragraphs, too many different fonts, dark or busy background, overuse of bold or lack of appropriate indentations of text.</td>
<td>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability.</td>
<td>The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target</td>
</tr>
<tr>
<td>Section</td>
<td>Layout</td>
<td>Citations</td>
<td>Graphics, Sound and/or Animation</td>
<td>Writing Mechanics</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Performance Assessment in Civics and Economics</td>
<td>The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.</td>
<td>No way to check validity of information.</td>
<td>The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding of the content, or are distracting decorations that create a busy feeling and detract from the content.</td>
<td>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. (more than 5 errors)</td>
</tr>
<tr>
<td>Formatting</td>
<td>The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.</td>
<td>Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper MLA citations.</td>
<td>Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall concepts. Most images are clipart or recycled from the <a href="http://WWW">WWW</a>. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy.</td>
<td>Spelling, punctuation, and grammar errors distract or impair readability. (3 or more errors)</td>
</tr>
<tr>
<td>Audience and to the point</td>
<td>The layout uses horizontal and vertical white space appropriately and is mostly visually pleasing.</td>
<td>Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.</td>
<td>The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or content. Original images are used. Images are proper size, resolution.</td>
<td>The text is clearly written with little or no editing required for grammar, punctuation, and spelling.</td>
</tr>
<tr>
<td>Background and colors enhance the readability.</td>
<td>The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.</td>
<td>Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented.</td>
<td>The graphics, sound and/or animation assist in presenting an overall theme and enhance understanding of concept, ideas and relationships. Original images are created using proper size and resolution, and all images enhance the content. There is a consistent visual theme.</td>
<td>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</td>
</tr>
</tbody>
</table>
Newspaper Rubric

Name: __________________________ Date: ____________ Class:__________________

Project: __________________________________________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who, What, When, Where &amp; How</strong></td>
<td>Less than 75% of the articles adequately address the 5 W's (who, what, when, where and how).</td>
<td>75-89% of the articles adequately address the 5 W's (who, what, when, where and how).</td>
<td>90-99% of the articles adequately address the 5 W's (who, what, when, where and how).</td>
<td>All articles adequately address the 5 W's (who, what, when, where and how).</td>
</tr>
<tr>
<td><strong>Features and Content</strong></td>
<td>Newspaper is missing more than 75% of the required elements and features. Content understanding is nonexistent or impaired.</td>
<td>Newspaper is missing more than 50% of the required elements and features. Content understanding is shallow.</td>
<td>Newspaper contains most required elements and features. Some elements indicate a surface understanding of the content while others show a deeper knowledge.</td>
<td>Newspaper contains all required elements and features. All elements reflect a clear understanding of the content.</td>
</tr>
<tr>
<td><strong>Layout - Headlines &amp; Captions</strong></td>
<td>Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.</td>
<td>Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.</td>
<td>All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.</td>
<td>All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.</td>
</tr>
<tr>
<td><strong>Layout - Columns</strong></td>
<td>Columns are not neatly typed and/or &quot;gutters&quot; are not adequate, so newspaper is somewhat difficult to read.</td>
<td>Columns are typed. There are adequate &quot;gutters&quot; between most columns and articles. It is easy to read, but looks somewhat nonprofessional.</td>
<td>Columns are neatly typed. There are adequate and consistent &quot;gutters&quot; between all columns and articles. A glance at the newspaper makes you think &quot;fairly professional.&quot;</td>
<td>Columns are neatly typed in the &quot;justified&quot; type style. There are adequate and consistent &quot;gutters&quot; between all columns and articles. A glance at the newspaper makes you think &quot;professional.&quot;</td>
</tr>
<tr>
<td><strong>Spelling and Proofreading</strong></td>
<td>Several spelling or grammar errors remain in the final copy of the newspaper.</td>
<td>No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.</td>
<td>No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.</td>
<td>No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.</td>
</tr>
</tbody>
</table>
Oral History Rubric

Name: ___________________________ Date: ___________ Class: __________________

Project: __________________________________________________________________________

<table>
<thead>
<tr>
<th>Standard</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The person interviewed did not have relevant knowledge to add to the topic.</td>
<td>The person interviewed had little relevant knowledge to add to the topic.</td>
<td>The person interviewed had basic, relevant knowledge to add to the topic.</td>
<td>The person interviewed had relevant knowledge which brought depth to the study of the topic.</td>
</tr>
<tr>
<td>Questioning Knowledge</td>
<td>Questions indicate a weak understanding of the content; questions did not bring out any useful information.</td>
<td>Questions indicate a minimal understanding of the content; questions brought out some factual information.</td>
<td>Questions indicate a strong understanding of content; questions brought out information that went beyond other sources.</td>
<td>Questions indicate a deep understanding of content; questions brought out information that brought depth and complexity to other sources.</td>
</tr>
<tr>
<td>Questioning Effectiveness</td>
<td>Questions were not effective; they elicited only factual responses or were so unclear as to confuse the subject.</td>
<td>Questions were generally ineffective; factual information elicited does aid in understanding the topic.</td>
<td>Questions were effective; they were open-ended, and brought out factual and interpretive material that aided in a deeper understanding of content.</td>
<td>Questions were very effective; brought out interpretive information and allowed the subject to expound on the topic in an open and relevant manner.</td>
</tr>
<tr>
<td>Questioning Logistics</td>
<td>Questions were not in order and were unrelated. No follow-up questions were asked.</td>
<td>Questions jumped around though they had some connection. Follow-up questions did not bring out additional useful information.</td>
<td>Questions followed a mostly logical progress and built upon each other. Follow-up questions brought out information that was relevant.</td>
<td>Questions were orderly, logical, and related to each other so well as to bring out relevant information. Follow-up questions brought out relevant information that aided in a deep understanding of the topic.</td>
</tr>
<tr>
<td>Documentation</td>
<td>Questions, interview, interview transcription, and sources are not documented.</td>
<td>Questions, interview, interview transcription, and sources are documented poorly.</td>
<td>Questions, interview, interview transcription, and sources are mostly documented.</td>
<td>Questions, interview, interview transcription, and sources are fully documented.</td>
</tr>
</tbody>
</table>
# Primary Source Analysis

Name: __________________________________ Date: ______________ Class: ____________________

Project: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Analysis of Document</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document</td>
<td>Demonstrates only a minimal understanding of the document</td>
<td>Offers accurate analysis of the document</td>
<td>Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author; compares and contrasts author’s point of view with views of others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge of Historical Context</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Barely indicates any previous historical knowledge</td>
<td>Limited use of previous historical knowledge without complete accuracy</td>
<td>Uses previous general historical knowledge to examine issues included in document</td>
<td>Shows evidence of thorough knowledge of period in which source was written; relates primary source to specific historical context in which it was written</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identification of Key Issues/Main Points</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Deals only briefly and vaguely with the key issues and main points in the document</td>
<td>Describes in general terms one issue or concept included in the primary source</td>
<td>Identifies most but not all of the key issues and main points in the primary source</td>
<td>Identifies the key issues and main points included in the primary source; shows understanding of author's goal(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relies exclusively on the material or information provided by the teacher or the source introduction; no evidence of outside resources</td>
<td>Relies heavily on the material/information provided by teacher or introduction to the source.</td>
<td>Uses 1—2 outside resources in addition to primary source and cites them properly.</td>
<td>Uses several outside resources in addition to primary source and cites them properly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identification of Literary Devices</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Does not discuss author's use of literary devices</td>
<td>Does not discuss author's use of literary devices</td>
<td>Mentions author's use of literary devices but does not develop fully</td>
<td>Analyzes author's use of literary devices such as repetition, irony, analogy, and sarcasm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding of Audience</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Shows no understanding of author's audience</td>
<td>Shows little understanding of author's audience</td>
<td>Shows some understanding of author's audience</td>
<td>Shows strong understanding of author's audience</td>
</tr>
</tbody>
</table>
# Socratic Seminar Rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conduct</strong></td>
<td>Displays little respect for the learning process; argumentative; takes advantage of minor distractions; uses inappropriate language; speaks to individuals rather than ideas; arrives unprepared.</td>
<td>Participates and expresses a belief that his or her ideas are important in understanding the text; may make insightful comments but is either too forceful or too shy and does not contribute to the progress conversation; tends to debate.</td>
<td>Generally shows composure but may display some impatience with contradictory or confusing ideas; comments and engages in discussion with others; sometimes addresses only the teacher.</td>
<td>Demonstrates respect for the learning process; has patience with different opinions and complexity; shows initiative by asking others for clarification; moves conversation forward; avoids talking too much; speaks to all participants.</td>
</tr>
<tr>
<td><strong>Speaking and Reasoning</strong></td>
<td>Extremely reluctant to participate even when called upon; comments are illogical and meaningless; may express incomplete ideas; takes no account of the comments of others.</td>
<td>Responds to questions but may have to be called upon by others; has read the text but put little effort into preparing questions and ideas; comments take details in account but ignore the larger concepts.</td>
<td>Responds to questions voluntarily; comments show appreciation for the text; comments are logical and mostly connected to the ideas of other speakers; ideas presented are interesting to the discussion.</td>
<td>Understands the question; cites evidence from the text; expresses thoughts clearly; moves conversation forward; makes connections; considers others' viewpoints; avoids bad logic; resolves apparent contradictions.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Appears uninvolved; comments show misinterpretation of questions or comments of others.</td>
<td>Appears to pay attention to only a few ideas; may have questions or confusion due to inattention; takes few notes in seminar.</td>
<td>Pays attention; responds thoughtfully to the ideas of others; sometimes absorbed into own ideas more than the others; takes notes.</td>
<td>Pays attention to details; writes down questions; takes into account responses of others; overcomes distractions; points out faulty logic respectfully.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Student is unprepared; basic facts of the text are unfamiliar; has made no attempt to get help with the material.</td>
<td>Appears to have read or skimmed the text; shows difficulty with key terms and ideas; little evidence of serious reflection.</td>
<td>Has read the text and noted major ideas; good understanding of content; could have better preparatory notes.</td>
<td>Thoroughly familiar with the text; has notations and questions from the text; has noted major ideas for discussion.</td>
</tr>
</tbody>
</table>
# Video Rubric

Name: ___________________________ Date: ______________ Class:__________________

Project: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Standards</th>
<th>1 Limited</th>
<th>2 Developing</th>
<th>3 Proficient</th>
<th>4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Records indicate that the student recorded information from four or less resources, and ignored alternative points of view.</td>
<td>Records indicate that the student misinterpreted statements, graphics and questions and failed to identify relevant counter-arguments.</td>
<td>Records indicate that the student recorded research questions, relevant information from multiple sources of information and evaluated alternative points of view.</td>
<td>Records indicate that the student developed research questions, accurately recorded and interpreted sources of information and graphics, and identified relevant pro and con arguments.</td>
</tr>
<tr>
<td></td>
<td>There is no way to check validity of information.</td>
<td>Most sources of information use proper MLA citation, and sources are documented to make it possible to check on the accuracy of information.</td>
<td>All sources of information are clearly identified and credited using MLA citations throughout the project.</td>
<td>Sources of information are properly cited using MLA citations and enable the audience to determine the credibility and authority of the information presented.</td>
</tr>
<tr>
<td>Script &amp; Storyboard</td>
<td>There is no evidence of a storyboard.</td>
<td>The thumbnail sketches on the storyboard are not in a logical sequence and do not provide complete descriptions of the video scenes, audio background, or notes about the dialogue.</td>
<td>The storyboard includes thumbnail sketches of each video scene and includes text for each segment of the presentation and notes about proposed shots and dialogue.</td>
<td>The storyboard illustrates the video presentation structure with thumbnail sketches of each scene. Notes about proposed dialogue/narration text are included.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All sketches are organized and numbered in a logical sequence.</td>
<td></td>
<td>All sketches are numbered, and there is a logical sequence to the presentation.</td>
</tr>
<tr>
<td>Content &amp; Organization</td>
<td>The content lacks a central theme, clear point of view and logical sequence of information. Much of the supporting information in the video is irrelevant to the overall message. The viewer is unsure what the message is because there is little persuasive information and only one or two facts about the topic. Information is incomplete, out of date and/or incorrect.</td>
<td>The content does not present a clearly stated theme, is vague, and some of the supporting information does not seem to fit the main idea or appears as a disconnected series of scenes with no unifying main idea.</td>
<td>Information is presented as a connected theme with accurate, current supporting information that contributes to understanding the project's main idea. Details are logical and persuasive information is effectively used. The content includes a clear point of view with a progression of ideas and supporting information.</td>
<td>The content includes a clear statement of purpose or theme and is creative, compelling and clearly written. A rich variety of supporting information in the video contributes to understanding the project's main idea. The project includes motivating questions and advanced organizers that provide the audience with a sense of the presentation's main idea. Events and messages are presented in a logical order.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience.</td>
<td>The introduction shows some structure but does not create a strong sense of what is to follow. May be overly detailed or incomplete and is somewhat appealing to the audience.</td>
<td>The introduction is clear and coherent and evokes interest in the topic and response from listeners.</td>
<td>The introduction is compelling and provides motivating content that hooks the viewer from the beginning of the video and keeps the audience’s attention.</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Video Continuity</strong></td>
<td>Tape is unedited and many poor shots remain. No transitions between clips are used. Raw clips run back to back in the final video.</td>
<td>Tape is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy. Transitions do not assist in communicating the main idea. There are many unnatural breaks and/or early cuts. Digital effects are overdone and distract from the content.</td>
<td>Tape is edited throughout with only quality shots remaining. A variety of transitions are used. Good pacing and timing.</td>
<td>The tape is edited with only high quality shots remaining. Video moves smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next. Shots and scenes flow seamlessly. Digital effects are used appropriately for emphasis.</td>
</tr>
<tr>
<td><strong>Editing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audio and Voice</strong></td>
<td>Audio is cut-off and inconsistent. Students have great difficulty communicating ideas with poor voice projection.</td>
<td>The audio is inconsistent in clarity (too loud/too soft/garbled) at times and insufficiently communicates the main idea. Students have difficulty communicating ideas due to weak voice projection and/or lack of preparation. The background audio overpowers the primary audio.</td>
<td>The audio is clear, but only partially assists in communicating the main idea. Students communicate ideas with proper voice projection, adequate preparation and delivery.</td>
<td>The audio is clear and effectively assists in communicating the main idea. Students communicate ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery. Background audio is kept in balance and does not overpower the primary audio.</td>
</tr>
<tr>
<td><strong>Editing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Camera Techniques</strong></td>
<td>Many shots are unfocused and poorly framed. The camera is not held steady and excessive panning and zooming distracts the viewer. No close-ups are used.</td>
<td>The motion shots are fairly steady. Some shots are unfocused or poorly framed. Few close-ups are used.</td>
<td>The camera is held steady. Pans and zooms are limited. Most shots are clearly focused and well framed.</td>
<td>All shots are clearly focused and well framed. The video is steady with few pans and zooms. Close-ups are used to focus attention.</td>
</tr>
<tr>
<td><strong>(Exposure &amp; Focus)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Special Effects</strong></td>
<td>Effects are either missing or excessive.</td>
<td>Some special effects are distracting.</td>
<td>Use of effects is worthwhile.</td>
<td>Good, but not excessive use of effects.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Media (Music, Voice-over, Graphics)</td>
<td>The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that create a busy feeling and detract from the content.</td>
<td>Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance concepts. Most images are clipart or recycled from the <a href="http://WWW">WWW</a>. Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy. Multimedia elements support the presentation occasionally.</td>
<td>The students use proper size and resolution to create images. The graphics, sound and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. All multimedia elements work well together and demonstrate excellent synthesis. Graphics explain and reinforce key points during the presentation.</td>
<td></td>
</tr>
<tr>
<td>Copyright</td>
<td>There is no reference to copyright information for photos, graphics, and music.</td>
<td>Some sources of photos, graphics, and music are not clearly identified with references, and permission to reproduce is missing.</td>
<td>Every photo, graphic or sound file is either original or permission for its use is documented from the creator/owner.</td>
<td></td>
</tr>
<tr>
<td>Moving Images</td>
<td>The video features &quot;talking heads&quot; with little or no action to add interest or the video uses action excessively.</td>
<td>The video includes &quot;talking heads&quot; and a few motion scenes are added but do not improve understanding of the story line.</td>
<td>Motion scenes are planned and purposeful, adding impact to the story line. &quot;Talking heads&quot; scenes are used when crucial to telling the story.</td>
<td></td>
</tr>
<tr>
<td>Pace</td>
<td>Video clips are too long and do not advance the storyline or to short and leave out essential action or dialogue.</td>
<td>Video clips are used but need to be edited in length or move too quickly to assist in telling the story.</td>
<td>Most video clips move at a steady pace, fast enough to keep the audience interested and slow enough to tell a complete story.</td>
<td>All video clips fit the storyline. Clips are just long enough to make each point clear. The pace captures audience attention.</td>
</tr>
</tbody>
</table>
Teaching Writing in the Social Studies Classroom

Social studies teachers who are effective at teaching writing skills will greatly improve their student’s writing abilities and thus improve the quality of written authentic assessments. Teaching writing does not require a degree in English; for the social studies teacher, it less important to focus on writing mechanics than to focus on how ideas are expressed and shaped through writing. Mechanics is just a vehicle for expression of information and can be taught as a secondary goal to the larger goal of getting students to write.

The expectation for writing in the social studies classroom has to exist from the first day. Remember being forced to write in complete sentences even on the easy end-of-chapter review questions? There was a method to that madness: practicing good writing (even if it is just short sentences) on a daily basis is essential to learning to be a good writer. Students cannot produce good writing without having been made to practice. And there are a number of strategies for getting students to become good writers.

Strategies for Making Good Writers

- Explain the purpose for different kinds of writing
- Model the writing process
- Use exemplars of good writing
- Practice writing with feedback

Explain the Purpose for Different Kinds of Writing

Students need to understand that different types of writing have different structures, strategies, and purposes. Writing a research paper is not the same as writing an editorial. Teachers can practice different kinds of writing with students to help prepare them. Here are the different types of writing encountered most:

**Writing to Explain (Cause and Effect)**
- To explain is to make plain or clear, to interpret, to account for, to give reasons for, to demonstrate, or to show causes and effects.
- Cause and Effect writing is very important for the social sciences. Students must understand that social studies seeks to explain what caused events and the results of those events.
- The most critical part of cause and effect writing is to be clear on the causes and their effects; students must carefully explain why and how things came to be the way they are. In doing so, it is important for students to understand that events can have multiple causes and multiple effects.

**Writing to Inform**
- To inform is to communicate information, present data, observations, to explain an idea, or to
convey accurately factual information.
- Informative writing usually supports other types of writing in the social sciences. Information, for example, is often used to back up an argument or a cause and effect analysis.
- It is very critical in informative writing to establish the most important information needed and to organize it clearly and accurately. Students can be prone to including too much information (often trivia) or jumbling it up in a disorganized fashion.

Writing for Summary and Paraphrase
- To summarize is to provide a succinct account of information by distilling it down to the main idea; to paraphrase, on the other hand, is to retell information in your own words. Each type of writing can be useful and has its purpose.
- Summary writing is often used for getting students to understand the main idea of a reading selection by having them reduce the massive amount of details down to a single concept, principle, or generalization. Paraphrase is often used to help students understand concepts or facts in their own words. While summary works to help students’ comprehension of the larger idea, paraphrase helps students understand the essential facts and major details.
- Both summary and paraphrase are precursors to more complex types of social science writing. Students need to be able to accurately summarize or paraphrase material in order to write for informing, evaluating, or persuading.

Writing to Evaluate
- To evaluate is to be critical, to systematically investigate, to collect and analyze information, to rate, verify, assess, or judge information, and to reach a conclusion about information.
- Evaluative writing in social studies is underused. Teachers can become so concerned with students learning the basic facts that they forget students need to be critical readers of the information that they encounter. Evaluative writing also has the potential for reaching the student's interests by engaging their own judging processes. Evaluation is a higher-order thinking skill required for living and, therefore, should be taught as a writing process.
- In social studies, students should be evaluating historical personalities and their decisions, generating criteria for making evaluations, and checking the accuracy of the claims made in the materials that they read.

Writing to Persuade
- To persuade is to convince another that the conclusions reached are valid, logical, and reasonable. Persuasion requires the use of evidence to back up conclusions.
- All social sciences beyond the high school level engage in persuasive writing, oftentimes called argumentative writing. This kind of writing is thesis driven – it requires that the author set out to use facts and logical analysis to prove a point.
- Students in social sciences need to practice developing thesis-driven papers. They need to understand that arguments are won not by brute force, emotional appeals, or the manipulation of language. Arguments are truly won by the use of information in an intelligent and reasonable way.

Students need to have practice with each of these kinds of writing and feedback from the teacher to make sure that they understand how each kind of writing is different.

Modeling the Writing Process
Students will need clear instruction on writing expectations; teachers cannot assume that students will be able to write summaries, evaluative papers, or even informative papers. There are several things that can be done to help students master different
types of writing:

1. Explain each kind of writing from simplest to most complex in separate lessons. Don’t combine two kinds of writing in the same essay until students have mastered both kinds.

2. Explain the basic structure for most papers: Opening, Middle, Conclusion. Remind students that this structure is not absolute, but is simply a way to get started (no one who writes in the real world always follows this structure).

3. Practice writing in small chunks. Work on writing good opening paragraphs, good body paragraphs, and good concluding paragraphs before putting the entire project together.

4. Get students to brainstorm or map out their writing process before they begin to write. Prewriting can be an effective way of getting students to organize their thoughts and consider how their writing should develop before they get bogged down. Prewriting is not always essential – some writers do not brainstorm before they write – so don’t be dogmatic about its usage.

5. Teach writing as a process. NO piece of writing is ever truly finished because everytime the writer views it, he or she can see another sentence that could be tweaked or another fact that could be added to bolster an argument. Every piece of writing should be seen as a draft that gets better with feedback.

6. Show students examples of your own writing as a teacher. Model outloud your thinking as you compose an essay.

7. If you are requiring a research paper, sequence the steps for completing the work so that students pace themselves. Require drafts, outlines, and bibliographies in advance of the final draft and provide comments on the work to help the students along.

Use Exemplars of Good Writing

Students can benefit from seeing good models of each kind of writing that they will do. It is important to provide them with multiple models so that they do not merely copy another’s work, style, or organizational structure. Multiple models show them that there is more than one way to effectively communicate.

Models of good writing are often called exemplars. These are often available as essays from national tests (such as the AP exams) or state tests. There are a number of strategies for using exemplars in the classroom:

1. Have students analyze the exemplar to uncover what the writer did to make it an effective or ineffective piece of writing.
2. Have students imitate masterfully written parts of an exemplar.
3. Have students debate two very good exemplars to determine which is more effective.
4. Have students reconstruct the writing prompt based on the exemplar.
5. Have students construct rubrics by analyzing multiple exemplars.
6. Have students rewrite bad exemplars and make them better.

In the absence of examples from state and national tests, find examples of good writing in newspapers, textbooks, essays, or magazine articles.
Practice Writing with Feedback

After students have written, it is important to provide them with feedback on how well they are mastering good writing. This feedback can come from the teacher, other students, or even from self-generated sources. A key way of giving feedback is using rubrics and students need to understand how rubrics are used just as much as the teacher.

Rubrics aside, one of the most powerful means for providing feedback on writing is the individual teacher-student conference. These need not be long or cumbersome. While the class is engaged in other work, teachers can confer one-on-one with students to provide the kind of detailed feedback that will really help explain to a student how he or she is doing. Teachers can also ask students questions to get them to analyze their own work. Questions can include:

1. How would you describe your writing thus far?
2. What do you think you do well in writing?
3. What do you think you need to improve in your writing?
4. How will you make improvements in your writing?
5. How will you know when you have mastered those improvements?
6. What do you think I (as the teacher) could do to help you improve your writing?

Just as it is necessary to practice when learning a sport and to receive good feedback from a coach on how well you are doing, writing requires practice and that practice requires feedback in order for the student to make improvements.

Writing is essential to developing good critical thinking skills in the social studies classroom. And social studies teachers do not need to be well versed in all the rules of English grammar to help students in their classrooms become good writers. By teaching that there are different kinds of writing, by providing direct instruction on writing, by using exemplars, and by providing feedback, social studies teachers can improve their students' communication abilities.
Guidelines for Portfolio Review

Introduction

If a student fails to meet the exit standard for your course, his or her portfolio will be needed for review by a team comprised of instructional personnel, principals, representatives of ESL, and EC teachers. Because the review is a lengthy process, the portfolio must be designed in a systematic and easy-to-read fashion. The guidelines below will give instructions on how to complete the portfolio should it have to go before the review team. However, it is important to note that some of these instructions should be implemented only after it is clear that the student has not met the standard. The order and timing of the instructions is indicated below.

Timeline for Portfolio Construction and Review

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Action to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the Course</td>
<td>Develop portfolio materials as the content is taught.</td>
</tr>
<tr>
<td>2 Weeks Before the EOC</td>
<td>Complete the portfolio; review the materials included for appropriate fit; assess and grade the portfolio.</td>
</tr>
<tr>
<td>Test, Retest 1, Retest 2</td>
<td>Store the portfolio in a safe and accessible location in the event it needs to be used for review.</td>
</tr>
<tr>
<td>After Student Fails Retest 2</td>
<td>Prepare the header sheet for the portfolio (attached) and prepare to hand documentation to review team.</td>
</tr>
</tbody>
</table>

Required Elements in the Portfolio

<table>
<thead>
<tr>
<th>Element</th>
<th>Description and Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Samples</td>
<td>These should have been collected during the semester.</td>
</tr>
<tr>
<td></td>
<td>These should be authentic and complex (no multiple choice, worksheets, or quizzes).</td>
</tr>
<tr>
<td></td>
<td>These should be labeled to indicate when the work was completed, how it relates to the Standard Course of Study, and how it was assessed. Attach rubrics if available.</td>
</tr>
<tr>
<td></td>
<td>Provide at least one work sample per goal in the Standard Course of Study; or, if a work sample covers multiple goals, indicate how it meets them.</td>
</tr>
<tr>
<td></td>
<td>Samples should be in order of completion beginning with the most recent work.</td>
</tr>
<tr>
<td>Header Sheet</td>
<td>Attach and fill out this sheet after the student fails the second retest.</td>
</tr>
<tr>
<td></td>
<td>The information required on the header sheet may be found in</td>
</tr>
<tr>
<td><strong>NCWISE</strong> or the student’s cumulative records.</td>
<td></td>
</tr>
<tr>
<td>A blank header sheet appears after these instructions.</td>
<td></td>
</tr>
</tbody>
</table>

| **PEP** |
| Once the student has failed the first retest, the teacher is required to create a personal educational plan in order to remediate that student. These plans **may have been** created earlier in the semester for struggling students. |
| Place a copy of the PEP in the portfolio. |

| **Teacher Narrative** |
| Write a short summary of the student’s experience in your class. Focus on (where applicable): |
  - how the student has shown growth or improvement in learning the content |
  - your observations about the student’s learning abilities that have not otherwise been documented (such as in a copy of his or her 504 or IEP) |
  - information about a student’s exceptionality or language ability which may clarify the student’s learning and progress |
  - any descriptions of remediation attempts provided during the course |
| *Do not* include comments about the student’s personality characteristics except where they relate to his or her learning of the content. The goal of the narrative is to gain a sense of the student’s mastery of the content of the course. |

| **Transcript** |
| A copy of the student’s transcript from NCWISE. |

| **Course Grades** |
| A print-out from NCWISE of the student’s grades in the course. |

### Order of Materials in the Portfolio

Once the materials have been gathered for review, please put them in the following order:

1. Header Sheet
2. PEP
3. Transcript
4. Course Grades
5. Teacher Narrative
6. Work Samples
Portfolio Review Header Sheet

Student Name: ______________________________  Course: ______________

Teacher: ______________________

Score Data

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>1st Nine Weeks</th>
<th>2nd Nine Weeks</th>
<th>Final Average (with exam)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1 Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retest 1 Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retest 2 Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th Grade Math EOG</td>
<td>Score</td>
<td>Percentile</td>
<td>8th Grade Reading EOG</td>
</tr>
</tbody>
</table>

Remediation and Exceptionality Data

<table>
<thead>
<tr>
<th>PEP designed and attached?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the student have an IEP?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If Yes, what are the exceptionalities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the student have a 504?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If Yes, what are the accommodations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the student classified LEP?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Did the student attention remediation?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>If Yes, list the dates.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Acknowledgements

Great thanks goes to New Hanover County Schools teachers who provided suggestions for the authentic assessments in this work. In particular, the efforts of Karen Ragazzo, Shaney Fersinger, and Russ Adams stand out; their feedback and suggestions made the completion of this work possible.

In the office of Instructional Services, I must thank Carole Sutton for judiciously editing this work. Where errors remain, fault must not be found with Carole. I own the responsibility for the words and ideas contained herein. To thousands of educational researchers and thinkers I owe a great debt in borrowing their ideas, knowing that they would concur wholeheartedly in any effort which has for its great object the improving of education for students.

Scott King-Owen