

# Rubric for Political Parties Project

	1. Standard Not Met	2. Approaching Standard	3. Standard Met	4. Exceeding Standard
D2.Civ.5.9-12.D - Civics Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the national level.	Identified social or political problems at the national level.	Explained how citizens and institutions address social and political problems at the national level.	Evaluated citizens' and institutions' effectiveness in addressing social and political problems at the national level.	Evaluated citizens' and institutions' effectiveness in addressing social and political problems at the national level. Proposed ways to address these problems that could be more effective.
D2.Civ.6.9-12 - Civics Critique relationships among governments, civil societies, and economic markets.	Identified relationships among governments, civil societies, and economic markets.	Explained relationships among governments, civil societies, and economic markets.	Critiqued relationships among governments, civil societies, and economic markets. Explained how these relationships impact governments, civil societies, and economic markets.	Critiqued relationships among governments, civil societies, and economic markets. Explained how these relationships impact governments, civil societies, and economic markets. Proposed possible outcomes as a result of changes in the relationships.
D2.Civ.7.9-12 - Civics Apply civic virtues and democratic principles when working with others.	Sometimes practiced honesty, mutual respect, cooperation, and attentiveness to multiple perspectives when working with others. Sometimes practiced equality, freedom, liberty, respect for individual rights, and deliberation when working with others.	Often practiced honesty, mutual respect, cooperation, and attentiveness to multiple perspectives when working with others. Often practiced equality, freedom, liberty, respect for individual rights, and deliberation when working with others.	Practiced honesty, mutual respect, cooperation, and attentiveness to multiple perspectives when working with others. Practiced equality, freedom, liberty, respect for individual rights, and deliberation when working with others.	Practiced and promoted honesty, mutual respect, cooperation, and attentiveness to multiple perspectives when working with others. Practiced and promoted equality, freedom, liberty, respect for individual rights, and deliberation in school and community settings.

<p>D2.Civ.10.9-12.A - Civics</p> <p>Analyze the impact of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>	<p>Identified personal interests or perspectives that influence the application of civic virtues, democratic principles, constitutional rights, or human rights.</p>	<p>Identified when personal interests and perspectives influence the application of civic virtues, democratic principles, constitutional rights, or human rights.</p>	<p>Analyzed and explained the impact of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>	<p>Evaluated and explained the impact of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. Suggested how outcomes would be different if interests or perspectives changed.</p>
<p>D2.Civ.12.9-12.A - Civics</p> <p>Analyze how people use local, state, national, and international laws to address a variety of public issues.</p>	<p>Identified how people use local, state, national, or international laws to address public issues.</p>	<p>Identified how people use local, state, national, and international laws to address a variety of public issues.</p>	<p>Analyzed and explained how people use local, state, national, and international laws to address a variety of public issues.</p>	<p>Evaluated and explained how people use local, state, national, and international laws to address a variety of public issues. Explained how well the use of these laws addressed public issues.</p>
<p>D2.His.5.9-12.B - History</p> <p>Analyze how historical contexts continue to shape people's perspectives.</p>	<p>Identified historical contexts that continue to shape people's perspectives.</p>	<p>Identified how historical contexts continue to shape people's perspectives.</p>	<p>Analyzed and explained how historical contexts continue to shape people's perspectives.</p>	<p>Explained and evaluated the major contributing factors as to how historical contexts continue to shape people's perspectives.</p>
<p>D2.His.9.9-12 - History</p> <p>Analyze the relationship between historical sources and the secondary interpretations made from them.</p>	<p>Identified the interpretations made from historical sources.</p>	<p>Identified the relationship between historical sources and the secondary interpretations made from them.</p>	<p>Analyzed and explained the relationship between historical sources and the secondary interpretations made from them.</p>	<p>Analyzed and explained the relationship between historical sources and the secondary interpretations made from them. Evaluated how well the sources support these interpretations.</p>
<p>D2.His.11.9-12 - History</p> <p>Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p>	<p>Identified the maker, date, place of origin, intended audience, or purpose of historical sources.</p>	<p>Selected historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p>	<p>Critiqued the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p>	<p>Critiqued the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. Explained how well these sources support the specific historical inquiry.</p>

<p>SL.11-12.1 - Speaking and Listening</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Was not prepared, did not participate in the discussion, OR did not acknowledge ideas presented by others.</p>	<p>Was somewhat prepared for discussions and referred to the text. Followed guidelines set for the discussion and followed goals and roles. Summarized ideas contributed by others.</p>	<p>Was prepared for discussions through reading and research. Referred to evidence. Helped promote civil and democratic discussion and decision making. Asked questions and provided responses to advance the discussion. Made sure everyone was able to share. Responded thoughtfully to diverse ideas. Summarized points of agreement or disagreement.</p>	<p>Was very well prepared for discussions through reading and research. Referred to specific evidence. Helped promote civil and democratic discussion and decision making across all groups. Asked questions and provided responses to advance and deepen the discussion. Made sure everyone was equally able to share. Encouraged thoughtful and diverse ideas. Resolved contradictions when possible. Encouraged and assisted in new research to solve the problem or contribute to the discussion.</p>
<p>SL.11-12.4 - Speaking and Listening</p> <p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>Order of presented ideas was confusing. Alternative or opposing perspectives are not addressed. Organization, development, substance, and style were appropriate to purpose.</p>	<p>Ideas were presented in an organized and focused way. Important points were emphasized. Alternative or opposing perspectives are briefly summarized. Organization, development, substance, and style were appropriate to purpose, audience, and task.</p>	<p>Information, findings, and supporting evidence was presented clearly, concisely, and logically so listeners could follow the line of reasoning. Alternative or opposing perspectives are explained and addressed. Organization, development, substance, and style were appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>Information, findings, and supporting evidence, were presented to convey a clear and distinct perspective, and so that listeners could follow the line of reasoning. Alternative or opposing perspectives are explained and addressed. Audience's concerns and biases are anticipated and addressed. Organization, development, substance, and style were highly appropriate to purpose, audience, and a range of formal and informal tasks.</p>

SL.11-12.5 - Speaking and Listening Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Digital media was distracting and did not support the clarity or purpose of the presentation.	Integrated digital media in presentations to enhance understanding clarity.	Strategically integrated digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Created his or her own digital media and strategically integrated it in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
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