Middle School - Constitutional Issues CBA Rubric

		←PASSING	NOT PASSING →	
Expectation	4 – Excellent	3 – Proficient	2 - Partial	1 - Minimal
ORGANIZATION/POSITION Student analyzes how a position on an issue attempts to balance individual rights and the common good. Student concludes w/ call to action. Student meets deadlines.	Takes a position on the issue that is connected to-- • both individual rights and the common good. **AND** • includes a call to action (in the *conclusion*), involving correct level/branch of government. **AND** met the assignment deadline	Takes a position on the issue that Considers • *both* individual rights and the common good. **OR** • One of the above + an appropriate call to action	Takes a position on the issue that • Considers EITHER individual rights OR the common good. **OR** • Includes a call to action.	Takes a position on the issue, but • Does NOT consider either individual rights or the common good, or a call to action.
BACKGROUND Student demonstrates understanding of the issue. Student understands key ideals and principles outlined in the U.S. Constitution.	Provides a **background** on the issue by describing: • what the issue is—both sides • who is influencing each side (major organizations/key indiv.) • why this issue is important by relating it to a key ideal or **constitutional principle**.	Provides **background** on the issue by describing: • what the issue is (one side) • who is involved in the issue • why this issue is important. This is the 2nd , distinct paragraph	Provides background on the issue by describing **two** of the following: • what the issue is • who is involved in the issue • why this issue is important.	Provides background on the issue by describing **one** of the following: • what the issue is • who is involved in the issue • why this issue is important.
SUPPORT DEVELOPMENT Student evaluates how key ideals and constitutional principles relate to public issues. Student also explains how at least 2 more credible pieces of **evidence** support the position statement. *Each of **3 supporting paragraphs include:*** Reason (topic sentence) **+** Evidence (cited) **+** Explanation & elaboration (the student's **commentary**)	States 3 + **reasons** for the position (in each topic sentence), supported by cited **evidence + explanation** The evidence MUST include: • An **explanation** of how a **constitutional principle** logically supports the position on the issue (commentary). **AND** • An **explanation** of how **two or more** additional pieces of **credible information** logically support the position on the issue (elaboration/commentary).	Provides 2 + **reason**(s) for the position, supported by cited **evidence**, followed by **explanation**. The evidence MUST include: • An **explanation** of how a **constitutional principle** logically supports the position on the issue (commentary). **AND** • An **explanation** of how **one** additional piece of **credible information** logically supports the position on the issue (commentary).	Provides reason(s) for the position supported by evidence. The evidence includes: • An **explanation** of how a **constitutional principle** logically supports the position on the issue *without* any additional supporting information. **OR** • An **explanation** of how **two** pieces of credible information logically support the position on the issue but not how a *constitutional principle* supports the position.	Provides 2+ reason(s) for the position with *non-credible* supporting evidence (e.g. Wikipedia, ProCon, etc.). OR, provides reasons and credible evidence with no explanations/commentary. OR, an **explanation** of one piece of credible information logically support s the position on the issue but not how a *constitutional principle* supports the position.
SOURCE DOCUMENTATION Student evaluates the logic of positions in primary and secondary sources to interpret an issue. Student uses appropriate format to cite sources within an essay. Documentation is done throughout the process, not after the paper is due.	• *Correctly* makes explicit references within the paper to **four or more** credible sources that provide relevant information. • Cites sources within the paper **and** Works Cited list (bibliography). • BOTH the citations and the list of Works Cited are included in the paper on the due date.	• Makes explicit references within the paper to **three** credible sources that provide relevant information. • **OR** makes citations for 4 or more sources, ***in****correctly.* • Cites sources within the paper **and** Works Cited list. • Evidence includes no more than 2 direct quotes, properly punctuated.	• Makes explicit references within the paper to **two** credible sources that provide relevant information. • Cites sources within the paper **and** Works Cited list. • **OR** makes citations for 3 sources, ***in****correctly.*	• Makes explicit references within the paper to **one** credible source that provides relevant information. • Cites sources within the paper **OR** Works Cited. • Evidence includes direct quotes not properly punctuated.
	SUB-TOTAL _____	(11 or more to pass state CBA)		

	4 – Excellent	3 – Proficient	2 - Partial	1 - Minimal
STYLE & CONVENTIONS Student consistently follows the rules of standard English grammar in regard to sentence structure, spelling/usage, punctuation, capitalization, and paragraphing.	Consistently exhibits the use of complete sentences, and correct spelling, usage, punctuation, capitalization, and paragraphing. Very few, minor errors. Written in formal style; 3rd person (avoids "I" and "you")	Generally exhibits the use of complete sentences, and correct spelling, usage, punctuation, capitalization, and paragraphing. (e.g. contains a couple of run-ons and/or a few randomly capitalized words.)	Often does not follow the rules of standard English for sentence structure, spelling, usage, punctuation, capitalization, and paragraphing. (e.g. many usage errors, and several run-ons, proper nouns not capitalized.)	Mostly does not follow the rules of standard English. Many and varied errors. Exhibits errors in **sentence structure** that impede communication (fragments). Not written in formal style or 3rd person (includes "I" and "you")

Total score _____/ (Value 200 pts.)

The "Support Development" score will determine whether student receives high or low end of 200 pt grade range.

20=A+ 196—200 pts

19=A 186—194 pts

18=A- 180—184 pts

17=B+ 176—178 pts

16.5=B 166—174 pts

16=B- 160—164 pts

15=C+ 156—158 pts

14.5=C 146—154 pts

14=C- 140—144 pts.

RE-DO:

13=D+ 136—138 pts (*may* re-do; optional)

12.5=D 126—134 pts

12=D- 120—124 pts

11=F 116—118 pts

10=F 106—114

9=F 100—104

8=F 96—90

***CBA's requiring a "re-do" must be revised and turned in by March _____. Highlight the changes and attach to this paper and rubric.**