

## New Ohio We the People Hearing Rubric

For each category listed below, circle the score that reflects the team's performance. Check off the criteria that match your reasoning behind choosing your score.

<b>Responsiveness:</b> To what extent did students' answers address the questions asked?	Developing 5 6	Proficient 7 8	Advanced 9 10
	__Did not address all parts of main and sub-questions during opening statement __Most follow-up questions were not fully answered __Presented information that is irrelevant to questions asked	__Accurate and full response to main and sub-questions in opening statement __Some follow-up questions were not addressed __Presented information that is tangential to questions asked	__Provided an accurate and full response to <u>all</u> questions: main and sub-questions as well as follow-up questions __All information presented was relevant to the questions asked
<b>Constitutional Application:</b> To what extent did participants appropriately demonstrate their knowledge of the history and principles of the Constitution?	Developing 5 6	Proficient 7 8	Advanced 9 10
	__Demonstrated mostly accurate & appropriate knowledge of the history and principles of the Constitution __Made minor errors in knowledge and inappropriate application of constitutional principles __Did not address current or contemporary interpretations when relevant to the discussion	__Demonstrated partial but accurate and appropriate knowledge of the history and principles of the Constitution __Explained accurate and appropriate historical application of constitutional principles __Did not address current or contemporary interpretations when relevant to the discussion	__Demonstrated full, accurate, and appropriate knowledge of the history and principles of the Constitution __Explained accurate and appropriate historical, current, and hypothetical real-world application of constitutional principles
<b>Supporting Evidence:</b> To what extent did participants support positions with historical and, when relevant, contemporary evidence, examples, and/or illustrations?	Developing 5 6	Proficient 7 8	Advanced 9 10
	__Provided evidence and examples in support of most positions __Some evidence or examples was inaccurate or not appropriate to position __Did not give citations for all evidence OR evidence did not all come from reputable sources	__Provided sufficient evidence and examples in support of all positions __All evidence and examples were appropriate and accurate __Most evidence citations were given and come from reputable primary sources and secondary sources	__Provided ample evidence for all positions __All evidence and examples were relevant, appropriate and accurate __All evidence was cited from reputable primary sources and secondary sources

<b>Reasoning:</b> To what extent did participants support their positions with logic and critical thinking?	Developing 5 6	Proficient 7 8	Advanced 9 10
	___Explained relevance of argument, if not all examples ___Supported argument with opinion, belief, and guesses	___Explained why most examples are relevant to argument ___Provided relationships, Constitutional principles, and/or logical inferences that support most of the argument	___Strong support of positions with logical reasoning & critical thinking ___Noted the relationships, Constitutional principles, and logical inferences that support all parts of argument
<b>Response to Alternate Perspectives:</b> To what extent do students address opposing or alternate interpretations and perspectives?	Developing 5 6	Proficient 7 8	Advanced 9 10
	___Did not acknowledge opposing viewpoints or was dismissive of alternate interpretations ___Did not address the consequences of differing interpretations of governing documents	___Respectfully acknowledged opposing historical viewpoints but does not acknowledge modern viewpoints or interpretation when relevant to the discussion ___Does not address current consequences of various interpretations of governing documents on society, policy, and individual rights when relevant to the discussion	___Respectfully acknowledged opposing viewpoints, both modern and historical, as appropriate to the questions being discussed ___Identified consequences of various interpretations of governing documents on society, policy, and individual rights, both historically and currently as relevant to the questions and topics being discussed
<b>Participation:</b> To what extent did <u>most</u> group members contribute to developing the group's argument in the hearing?	Developing 5 6	Proficient 7 8	Advanced 9 10
	___All or most students participated in the opening statement, but only a few "star" students contributed during the follow-up ___Not all students contributed to developing the group's argument	___All or most students participated in the opening statement and in follow-up ___Not all students contributed to developing the group's argument	___All or most students contributed equally to developing the argument through thoughtful insights and a meaningful exchange of ideas in both the opening statement and in the follow-up