

### Living Constitution Project Grading Rubric

Criteria	4 Exceeding Target	3 Meeting Target	2 Below Target	1 No Evidence
Oral Presentation and Preparation	<p>Evidence <b>shows...</b></p> <ul style="list-style-type: none"> <li>-Deep level of topic knowledge and analysis</li> <li>-Significant preparation through research, note-taking, and discussion on the topics related to the four categories (Rights, Historical Context, Debate, International Perspective)</li> <li>- Highly accurate and specific content vocabulary used in the presentation (relevant court cases, laws, events, people, ideas)</li> <li>-Student gracefully explains both sides of the debate related to the topic, including their own analysis and evaluation; sources are measured together and vetted for reliability</li> <li>-Presentation skills polished, engaging, and effective</li> <li>-Partners work seamlessly together and support each other</li> <li>-Partners accurately field questions in a professional manner</li> </ul>	<p>Evidence <b>shows...</b></p> <ul style="list-style-type: none"> <li>-Significant knowledge about the topic, and some analysis</li> <li>-Preparation through research, note-taking and discussion on topics related to the four categories (Rights, Historical Context, Debate, International Perspective)</li> <li>-Accurate and specific content vocabulary used in the presentation (relevant court cases, laws, events, people, ideas)</li> <li>-Student explains both sides of the debate related to the topic and includes their own analysis and some evaluation; some sources measured together and vetted for reliability</li> <li>-Presentation skills are engaging and effective</li> <li>-Partners work together and support each other</li> <li>-Partners field questions in a professional manner</li> </ul>	<p>Evidence <b>shows...</b></p> <ul style="list-style-type: none"> <li>-Knowledge about the topic</li> <li>-Some preparation through research, note-taking, and discussion on topics related to the four categories (Rights, Historical Context, Debate, International Perspective). Some content missing or confusing.</li> <li>- Some content vocabulary used in the presentation (relevant court cases, laws, events, people, ideas)</li> <li>Student explains the debate related to the topic. Some analysis and evaluation present.</li> <li>-Presentation skills are beginning</li> <li>-Partners work together</li> <li>-Partners field questions</li> </ul>	

<p>Self-Expressive Artifact</p> <p>Create a piece of culture dedicated to a person, idea or event relevant to your topic</p> <p>Ideas include: art, music, writing, fashion, food. Please run any other ideas by your teacher.</p>	<p>Relevant and deeply enhances the audience's understanding of the topic</p> <p>Shows the complexity and humanity related the amendment's connection to a person, idea, or event within the topic</p> <p>Student has clearly put significant thought, creativity and effort into their artifact</p> <p>Student has written a meaningful caption explaining the significance of their artifact as it relates to the topic</p>	<p>Enhances the audience's understanding of the topic</p> <p>Artifact is highly relevant to the topic</p> <p>Student has put thought, creativity and effort into their artifact</p> <p>Student has written a relevant caption explaining the significance of their artifact as it relates to the topic</p>	<p>Attempts to enhance the audience's understanding of the topic</p> <p>Artifact is relevant to the topic</p> <p>Student has put some thought, creativity and effort into their artifact</p> <p>Student's caption begins to explain the significance of their artifact as it relates to the topic.</p>	