Community Action Project
Testimony Evaluation

Name of Project:

School/Teacher:

Ratings for each section (see below for rubric descriptions):

Excellent: 9-10   **Above Average: 7-8**   **Average: 5-6**   **Below Average: 3-4**   **Insufficient: 1-2**

	Score	Comments
Section 1: Explaining the Problem		
Section 2: Analysis of Alternatives		
Section 3: Persuasive Policy Plan		
Section 4: Action Plan		
Total:		

Criteria for Evaluation:

Section 1: Understanding the Problem
- States and explains the problem, its causes, and presents evidence that there is a problem
- Demonstrates an understanding of issue(s) involved in the problem
- Demonstrates an understanding of existing or proposed public policies
- Explains disagreements about the problem that may exist in the community

Section 2: Analysis of Alternative Policies
- Presents two or three alternative public policies to address the problem
- Explains advantages and disadvantages of each alternative policy presented
- Identifies controversies and conflicts that may need to be addressed for each alternative

Section 3: Public Policy Development and Persuasiveness
- States a public policy that addresses the problem and identifies the government branch or agency responsible for enacting their proposed public policy
- Supports their proposed public policy with reasoning and evidence
- Identifies and explains advantages and disadvantages of their proposed public policy
- Explains and supports why their proposed public policy is constitutional

Section 4: Implementation of an Action Plan
- Identifies individuals and groups, both supporters and opponents, who will need to be influenced
- Identifies government officials, both supporters and opponents, who will need to be influenced
- Outlines and explains an action process for getting their proposed public policy enacted
- Proposes action that builds and expands on evidence presented in previous panels

Does the entire presentation include:
- Constructed a clear and convincing sequence from one group to the next
- Used and documented research from multiple sources and made reference to sources and research used
- Referenced relevant and appropriate graphics and written information
- Used standards of good oral presentation (pace, projection, articulation, poise, eye contact)
- Shared speaking responsibility while making the presentation
- Included evidence of reflection that states what the students learned

Community Action Project
Portfolio/Slideshow Evaluation

Name of Project:
Teacher/School:

Ratings for each section (see below for rubric descriptions):

| Excellent: 9-10 | Above Average: 7-8 | Average: 5-6 | Below Average: 3-4 | Insufficient: 1-2 |

	Score	Comments
Section 1: Understanding the Problem		
Section 2: Analysis of Alternatives		
Section 3: Persuasive Policy Plan		
Section 4: Action Plan		
Total:		

Criteria for Evaluation:

Section 1: Understanding the Problem

- States and explains the problem and its causes and presents evidence that there is a problem
- Demonstrates an understanding of issue(s) involved in the problem
- Demonstrates an understanding of existing or proposed public policies
- Explains disagreements about the problem that may exist in the community
- Explains why government should be involved in the solution

Section 2: Analysis of Alternative Policies

- Presents two or three alternative public policies to address the problem
- Explains advantages and disadvantages of each alternative policy presented
- Identifies controversies and conflicts that may need to be addressed for each alternative

Section 3: Persuasiveness of Policy

- States a public policy that addresses the problem and identifies the government branch or agency responsible for enacting their proposed public policy
- Supports their proposed public policy with reasoning and evidence
- Identifies and explains advantages and disadvantages of their proposed public policy
- Explains and supports why their proposed public policy is constitutional

Section 4: Implementation of Action Plan

- Identifies individuals and groups, both supporters and opponents, who will need to be influenced
- Identifies government officials, both supporters and opponents, who will need to be influenced
- Outlines and explains an action process for getting their proposed public policy enacted
- Proposes action that builds and expands on evidence presented in previous panels

Overall Portfolio/Slideshow:

- Presents material in the display and binder that correlate to and support each other
- Constructs a clear and convincing sequence from one panel/section to the next
- Uses and documents research from multiple sources and provides appropriate notation for the sources and research evidence used
- Follows standards of good writing
- Uses relevant and appropriate graphics and written information
- Is visually appealing
- Includes evidence of student reflection that states what the students have learned.