



CRITERIA	UNSATISFACTORY (Below Performance Standards)	PROFICIENT (Minimal Criteria)	ADVANCED (Demonstrates Exceptional Performance)
<p>English Content (66%)</p> <p>(8) Reading/Comprehension of Informational Text/Culture and History.</p> <p>Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical patterns of text support or confound the author's meaning or purpose.</p>	<p>On-going Academic Conversations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student did not contribute to academic conversation appropriately, sufficiently, or substantially. <input type="checkbox"/> Student contributed to academic conversation but used fewer than 5 conversational features or elements used were insufficient or unsupported <input type="checkbox"/> Student did not provide written evidence from "Judgment Days" and/or group discussions to support responses to discussion questions OR written evidence was insufficient, incomplete, or vague. 	<p>On-going Academic Conversations</p> <p>Major and Daily Group Discussions: Based on reading "Judgment Days", students discuss possible responses to open-ended questions.</p> <ul style="list-style-type: none"> <input type="checkbox"/> During the conversation students must use 5 of following conversational features: <ul style="list-style-type: none"> <input type="checkbox"/> Initiating a worthwhile topic <input type="checkbox"/> Elaborating <input type="checkbox"/> Clarifying <input type="checkbox"/> Supporting <input type="checkbox"/> Build on or challenge <input type="checkbox"/> Apply/Connect <input type="checkbox"/> Paraphrase and Summarize <input type="checkbox"/> Reflection <input type="checkbox"/> Student provides written evidence from "Judgment Days" and group discussions to support responses to all questions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students use logic and reason in response to open-ended question <input type="checkbox"/> Students uses detailed examples and evidence to support their response <input type="checkbox"/> Student uses conversation features to deepen his/her understanding of his/her own President and the President assigned to other group members
	0----10----20----30----33----36----40----43----45	46- - - - 49- - - - 53- - - - -56- - - - - 58	59- - - - - -63- - - - -66
<p>Critical Thinking (100%)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Students are unable to demonstrate understanding of the main ideas of the reading. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate understanding of the main ideas of the reading and can draw connections to the context of the project. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students develop legislative scenarios for their own topic or other modern controversial issues integrating the reading with the context of the project.
	0----10----20----30----40----50----60----65----69	70---- 75---- 80----85----89	90 - - - - -95 - - - - -100



Work Ethic (50%)	<ul style="list-style-type: none"> <input type="checkbox"/> Students are unable to demonstrate they completed the assigned reading. <input type="checkbox"/> Students did not engage in the discussion as active participants. <input type="checkbox"/> Group demonstrates ineffective time management on project work days by: <ul style="list-style-type: none"> <input type="checkbox"/> maintaining sloppy/undefined Group Meeting Logs: disorganized Group Folder; vague and/or undefined tasks and due dates <input type="checkbox"/> Group demonstrates inability to hold each other accountable to the Group Contract concerning any group conflict management and/or fails to document this within the Group Meeting Log 	<ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate they completed the assigned reading. <input type="checkbox"/> Students engage in the discussion as active participants. <input type="checkbox"/> Group demonstrates effective time management on project work days by: <ul style="list-style-type: none"> <input type="checkbox"/> maintaining clearly defined Group Meeting Logs: neatly organized in Group Folder; detailed and defined tasks and due dates <input type="checkbox"/> Group demonstrates they are able to monitor each other's work ethic by having NO MORE than two reminders per week from the instructor to refocus on the task/objective at hand. <input type="checkbox"/> Group demonstrates ability to hold each other accountable to the Group Contract concerning group conflict management and documents this within the Group Meeting Log. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are prepared to address complex academic topics <input type="checkbox"/> Students embody senior norms while engaging in debate. <input type="checkbox"/> Group demonstrates desire to turn in quality products and assignments as evidenced by: <ul style="list-style-type: none"> <input type="checkbox"/> actively editing and revising work prior to submitting final copy <input type="checkbox"/> Group demonstrates the ability to motivate slacking individuals to complete their portions of the project.
	0----10----15----20----25----27----30----32----34	35---- 37---- 40----42----44	45----47----50

