

## KDE Civics Symposium Rubric Discussion

	Superior	Excellent	Good	Fair
Problem in local, regional or global community	<input type="checkbox"/> A problem is clearly identified and thoroughly explained.	<input type="checkbox"/> A problem is clearly identified and explained.	<input type="checkbox"/> A problem is identified.	<input type="checkbox"/> A problem is not clearly identified.
Research	<input type="checkbox"/> A wide variety of credible primary and secondary sources are utilized to effectively present and solve the problem.	<input type="checkbox"/> A variety of credible primary and secondary sources are utilized to present and solve the problem.	<input type="checkbox"/> Some primary and secondary sources are utilized to present and solve the problem.	<input type="checkbox"/> Limited sources are utilized to present and solve the problem.
Idea development	<input type="checkbox"/> Ideas are developed with depth and complexity to provide insight, support, and clarification of the topic through the use of appropriate and effective examples, details, facts, explanations, descriptions or arguments.	<input type="checkbox"/> Ideas are developed with some depth and complexity to provide insight, support, and clarification of the topic through the use of appropriate and effective examples, details, facts, explanations, descriptions or arguments.	<input type="checkbox"/> Ideas are developed to provide insight, support, and clarification of the topic through the use of some appropriate and effective examples, details, facts, explanations, descriptions or arguments.	<input type="checkbox"/> Lacks ideas to provide insight, support, and clarification of the topic through the use of appropriate and effective examples, details, facts, explanations, descriptions or arguments.
Multiple perspectives	<input type="checkbox"/> Multiple perspectives are presented and considered thoughtfully throughout to determine that the problem needs to be solved.	<input type="checkbox"/> Some perspectives are presented to identify why the problem needs to be solved.	<input type="checkbox"/> Few perspectives are presented to identify why the problem needs to be solved.	<input type="checkbox"/> Only one perspective is presented to identify why the problem needs to be solved.
Action plan	<input type="checkbox"/> An action plan is presented that fully addresses the problem. <input type="checkbox"/> Solutions provided are creative, realistic and reasonable.	<input type="checkbox"/> An action plan is presented that addresses most aspects of the problem. <input type="checkbox"/> Solutions provided are realistic and reasonable.	<input type="checkbox"/> An action plan is presented that addresses some or few aspects of the problem. <input type="checkbox"/> Solutions provided are mostly realistic and reasonable.	<input type="checkbox"/> An action plan is not presented or does not address the problem. <input type="checkbox"/> Solutions provided are unrealistic or unreasonable.

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Student ownership	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students use their own ideas, purposes, approach, experience, learning, inquiry, organization, and take true ownership of the product.</li> <li><input type="checkbox"/> Students' ideas are original, creative, persuasive, and thought-provoking.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students mostly use their own ideas, purposes, approach, experience, learning, inquiry, organization, and take true ownership of the product.</li> <li><input type="checkbox"/> Students' ideas are original and show some creativity and persuasion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students sometimes use their own ideas, purposes, approach, experience, learning, inquiry, organization, and take true ownership of the product.</li> <li><input type="checkbox"/> Students' ideas mostly reflect research but show some creativity and persuasion.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students do not use their own ideas, purposes, approach, experience, learning, inquiry, organization, and do not take true ownership of the product.</li> <li><input type="checkbox"/> Students' ideas mostly reflect research.</li> </ul>
<i>Kentucky Academic Standards (KAS) for Social Studies</i> mastery	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mastery of the inquiry practices and the disciplinary strand standards of the <i>KAS for Social Studies</i> is clearly demonstrated throughout.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Mastery of the inquiry practices and the disciplinary strand standards of the <i>KAS for Social Studies</i> is clearly demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Some mastery of the inquiry practices and the disciplinary strand standards of the <i>KAS for Social Studies</i> is demonstrated.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Little to no mastery of the inquiry practices and the disciplinary strand standards of the <i>KAS for Social Studies</i> is demonstrated.</li> </ul>
Discussion	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students speak audibly in very clear and concise language, using inflection and appropriate tone to effectively convey emotion.</li> <li><input type="checkbox"/> Students engage in strong democratic discourse, demonstrating in-depth understanding of issues or events to participate effectively in a range of conversations and collaborations with diverse partners,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students speak audibly in clear and concise language, using some inflection and appropriate tone to convey emotion.</li> <li><input type="checkbox"/> Students engage in democratic discourse, demonstrating understanding of issues or events to participate effectively in a range of conversations and collaborations with diverse partners,</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student's speech is mostly audible. Language may not always be clear and concise, with limited use of inflection or appropriate tone.</li> <li><input type="checkbox"/> Students attempt to engage in democratic discourse, demonstrating some understanding of issues or events to participate effectively in a</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student's speech is mostly inaudible. Language is not clear and concise, with very limited use of inflection or appropriate tone.</li> <li><input type="checkbox"/> Students do not engage in democratic discourse, demonstrating a lack of understanding of issues or events to participate effectively in a range of</li> </ul>

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	building on others' ideas and expressing their own thoughts clearly and persuasively throughout the discussion.	building on others' ideas and expressing their own thoughts clearly and persuasively throughout the discussion.	range of conversations and collaborations with diverse partners, and sometimes building on others' ideas and expressing their own thoughts clearly and persuasively.	conversations and collaborations with diverse partners, and do not build on others' ideas or+ express their own thoughts clearly and persuasively.