Research & Profile
Rubric

Dimension 1
Information & Research

Reviewer Comment Prompt

- Look at the information and research for the four questions.
- Does the student provide enough information?
- What could the student have done to better answer these questions?

AMERICAN GOVERNMENT

REVIEWER RATING PROMPT 1: PERSONAL FACTORS
(WEIGHT = 1)

Does the writer identify personal factors? (e.g., beliefs, skills, education, background, experience, culture, and assumptions about the world and others, as well as biological and genetic traits)

7 — Student clearly identifies five or more personal factors of the issue in the community.

6 — Student identifies three or four personal factors of the issue in the community.

4 — Student identifies two personal factors of the issue in the community.

2 — Student identifies one personal factor of the issue in the community.

1 — Incomplete or lacks the basic requirements expected.

REVIEWER RATING PROMPT 2: ENVIRONMENTAL FACTORS
(WEIGHT = 1)

Does the writer identify environmental factors? (e.g., availability or lack of services; social, financial, and other costs; overarching factors as poverty, living conditions, official policy, and economic conditions)

7 — Student clearly identifies five or more environmental factors of the issue in the community.

6 — Student identifies three or four environmental factors of the issue in the community.

4 — Student identifies two environmental factors of the issue in the community.

2 — Student identifies one environmental factors of the issue in the community.

1 — Incomplete or lacks the basic requirements expected.

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Research & Profile
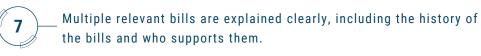
Rubric

Dimension 1
Information & Research

Reviewer Comment Prompt

- Look at the information and research for the four questions.
- Does the student provide enough information?
- What could the student have done to better answer these questions?

AMERICAN GOVERNMENT

REVIEWER RATING PROMPT 3: CURRENT BILLS (WEIGHT = 1)

Does the writer identify currently sponsored bills that will affect the community issue? Multiple relevant bills should be explained clearly, including the history of the bills and who supports them.

7 — Multiple relevant bills are explained clearly, including the history of the bills and who supports them.

6 — One currently sponsored bill is explained. The reader has a clear understanding of the history of the bill, and generally who supports it.

4 — One currently sponsored bill is explained but not in detail. Little information is presented about the bill's history and who supports it.

2 — A bill is described, but it is only loosely tied to the issue and not presented in detail.

1 — No bill is described OR there are no details about it.

REVIEWER RATING PROMPT 4: FEDERAL AGENCIES (WEIGHT = 1)

There should be a clear discussion of how Federal Agencies are working to solve the issue present in the community with actual examples. It should also clearly describe the role the organization plays in working to solve this issue.

7 — Excellent! Everything is clear, and no additional information is needed.

6 — Good! Everything is clear, but some examples are missing.

4 — Fair. Everything is clear, but more details and examples are needed.

2 — Poor. There is a discussion of the relevant Federal Agencies and the organization, but this is not clear and more details and examples are needed.

1 — Unsatisfactory. There is no discussion of the relevant Federal Agencies and the organization OR the discussion is so unclear it is hard to see their relevance to the issue.

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Research & Profile
Rubric

Dimension 2
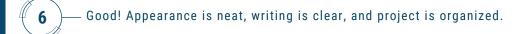### Appearance & Writing

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Reviewer Comment Prompt

- Comment on the way the student presents the model. Does the model appear neat and easy to understand?
- How creative is the model? Is there something the student could have done to enhance the overall appearance of the model?

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REVIEWER RATING PROMPT 1: APPEARANCE
(WEIGHT = 1)

Explanation: The information should be presented in a clear, organized way, showing that it is the result of considerable effort and attention to detail.

7 — Excellent! Project stands out from others.

6 — Good! Appearance is neat, writing is clear, and project is organized.

4 — Fair. The overall appearance is acceptable and easy to read, but minor errors show there should have been more attention to detail.

2 — Poor. Appearance is disorganized, with hard to read or missing parts. Multiple errors show there should have been more attention to detail.

1 — Appearance is disorganized and has multiple major missing or incorrect parts.

REVIEWER RATING PROMPT 2: CLEAR/CONCISE WRITING
(WEIGHT = 1)

The writing should be clear and easy to understand. The grammar, spelling, and punctuation should be correct and appropriate for an academic audience. It should be concise, focused on the topic, and use transitions to move from one idea to another.

7 — Excellent! Nothing needs to be added or changed.

6 — Good! There are minor errors but most things are clear and correct.

4 — Fair. There are no more than four errors in grammar, spelling, or punctuation AND/OR some places where the reader has to slow down to understand what is being said.

2 — Poor. There are significant errors in grammar, spelling, and punctuation AND/OR the writing is hard to read and follow.

1 — The writing has so many errors that it is almost impossible to understand.

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