Lincoln High School Social Studies Department   Student: _____   ID #: _____   Grade level: _____

Project Topic: _____   **Presentation Date:** _____

SEAL OF CIVIC READINESS RUBRIC

<mark>A student must earn a total combined score range of 6 to 12 points in order to earn recognition for the SEAL of CIVIC READINESS presentation</mark>

Total combined Rubric Score: _____   ☐ Seal of Civic Readiness earned (combined score of 6 to 12)

☐ Seal of Civic Readiness not earned (combined score under 6)

CRITERIA	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS
1. Identify a civic issue (problem) facing them, their school, or their community	Clearly identifies a civic issue facing them, their school, community, or society **SCORE: 2**	Identifies a civic issue facing them, their school, community, or society but does so in a general way **SCORE: 1**	Does not clearly identify or discuss a civic issue facing them, their school, community, or society **SCORE: 0**
2. ANALYZE A CIVIC ISSUE (PROBLEM); EVALUATE ALTERNATIVE SOLUTIONS; DESIGN AND/OR EXECUTE A SOLUTION FOR THIS PROBLEM:	Consistently does all or almost all of the following: ● Accurately interprets evidence, statements, graphics, data, etc.to analyze the civic issue ● Richly evaluates alternative solutions to the civic issue. ● Clearly identifies & executes a solution for this civic issue. **SCORE: 2**	Consistently does all or almost all of the following: ● Accurately interprets evidence, statements, graphics, questions, etc.to analyze the civic issue; may be more descriptive than analytical ● Identifies 2 or more alternative solutions or design for this civic issue ● Provides relevant solutions or design ● Identifies and executes a solution(s) for this civic issue in a general way **SCORE: 1**	Consistently does all or almost all of the following: ● Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. ● Fails to identify alternative solutions to this civic issue ● Does not justify and execute a clear solution; maintains or defends views based on self-interest or preconceptions. **SCORE: 0**
3. TAKE INFORMED ACTION TO ADDRESS THE CIVIC ISSUE:	Student participated in an extra-curricular program, or work-based learning experience that promoted civic engagement or civic action for a **minimum of 40 hours**. (Wrote an application of knowledge essay). This may be accomplished over four years of high school. **SCORE: 2**	Student **demonstrated** *mastery* in an elective course that promoted civic engagement (as defined by SCR committee) and submitted a written application of knowledge essay ***and/or*** Student completed a **service learning** project that includes a minimum of **25 hours of demonstrated service** to community and submitted a reflective civic learning essay **SCORE: 1**	Student(s) did not take any informed action to address the civic issue **SCORE: 0**

4. PRESENTATION:	• Well prepared in advance • Actively participates in discussion and answers questions • Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas • Volunteers willingly and carries own share of the group's responsibilities **SCORE: 2**	• Moderately prepared in advance • Participates in discussions, letting others provide the direction • Occasionally introduces information or asks questions **SCORE: 1**	• Little or no advance preparation • Lets others set and pursue the agenda • Observes passively and says little or nothing during the presentation **SCORE: 0**
5. REFLECTION: **Reflect on what they have learned about their school or community from their research and/or Capstone project** **REFLECTION PROMPTS:** ● **What made you select this particular topic?** ● **What did you do well that you want people to notice?** ● **What critical thinking strategies did you use to complete this task?** ● **What did you find most challenging about completing this task?** ● **How can I apply this to the real world?** ● **What problems did you have and how did you solve them?**	Student(s) conduct(s) an inquiry and demonstrate(s) their learning by engaging with or presenting to the public, taking their work beyond the classroom. The project is with rigorous inquiry and critical thinking applied to real-world action. Reflection prompts are answered in detail and an analysis is provided **SCORE: 2**	Student(s) conduct(s) an inquiry and demonstrate(s) their learning by engaging with limited public programs. The project reflection prompts are answered but in a general way (some detail) **SCORE: 1**	Student(s) conduct(s) an inquiry and demonstrate(s) weak school or community understanding The project reflection prompts are not answered or answered vaguely **SCORE: 0**
6. PROJECT TASK MULTI-GENRES	Accomplishes the task; includes components that clearly connect to the development of the project task. **SCORE: 2**	Accomplishes the task and includes components that are generally connected to the development of the project task, but there may be some irrelevancies or may be loosely-connected to the project task. **SCORE: 1**	Attempts to accomplish the project task; includes component(s) but provides limited to no connections to the project task **SCORE: 0**

Holistic Critical Thinking Scoring Rubric Facione and Facione

Total Combined Rubric Score: _____