

Student Name: \_\_\_\_\_

| <b>Having a Voice – Reflection Rubric</b> |  |  |   |  |
|---|--|--|---|--|
|   | Points Earned  | Points Earned  | Points Earned   | Points Earned  |
|   | 4  | 3  | 2   | 1  |
| <b>PERFORMANCE</b>                        |  |  |   |  |
| <b>Content and Engagement</b>             | Student cited more than 3 examples of how citizens can have a voice in local government decision-making.   | Student cited 3 examples of how citizens can have a voice in local government decision-making.   | Student cited 2 examples of how citizens can have a voice in local government decision-making.  | Student cited one or zero examples of how citizens can have a voice in local government decision-making.               |
| <b>Contribution</b>                       | Student provided thoughtful evaluation of his/her effectiveness in influencing the process, with supporting details based on classroom experience or real events.                                | Student provided thoughtful evaluation of his/her effectiveness in influencing the process based on classroom experience or real events. | Student provided a rudimentary evaluation of his/her effectiveness based on the unit experience.  | Student demonstrated a weak basis for evaluation of his/her effectiveness.   |
| <b>REASONING STRATEGIES</b>               |  |  |   |  |
| <b>Analyzing Perspectives</b>             | Student internalized the learning experience by visualizing self as a participant in local concerns, and provided justification for a preference of action.                                      | Student considered self as a participant in local concerns, and described a preference for action.                                       | Student named and described a preference for action.  | Student named a preference for action with little detail or justification, or did not name a preference for action.    |
| <b>Understanding</b>                      | Student identified an issue or policy in his/her community he/she would like to change and was able to describe the issue in good detail, compare opposing sides and articulate his/her opinion. | Student was able to describe an issue or policy in his/her community in some detail and articulated his/her opinion on it.               | Student was able to identify an issue or policy in his/her community and take a position on it.   | Student was marginally aware of an issue or policy in his/her community and may not have a clear opinion on it.        |
|   | Student described appropriate procedures and actions that could be taken to change local policy. Understood local government structure, roles, and processes.                                    | Student described appropriate actions that could be taken to change local policy. Described his/her role in local government.            | Student was able to identify at least one appropriate action that could be taken to publicly express his/her opinion or change policy. Described role as a community member . | Student was able to identify an action that may not necessarily be appropriate or effective for changing local policy. |