

# Rubric

You'll have opportunities to assess student progress and achievement at a variety of points throughout CAP. These rubrics are designed to assist your assessment and grading of student civic actions in a flexible way, addressing both content and process:

- Select the assessment goals that **you** want to measure; you can use all of them or just a few.
- Use the rubrics more than once during the course to measure your students' progressive increase in skills and knowledge.
- Share the rubric with your students early on so they know what will be expected of them.
- You may want to hold your first assessment after students complete their initial Civic Action form and their Thinking It Through form and repeat when you need to assess learning.

Grading can be done just as you would for a research paper, selecting components of student work to assess at different times. Civic Action reports, small group discussions, and CAP portfolio contents can be graded just as you would grade research-paper note cards, bibliographies, and outlines.

## Rubric for CAP Content

The Student:

1. Clearly describes the selected problem or issue and can explain some of the policy implications.

1	2	3	4	5
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2. Makes a compelling argument for the importance of the problem or issue.

1	2	3	4	5
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3. Considers a variety of actions to address the problem or issue.

1	2	3	4	5
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4. Articulates what he/she hopes to achieve through the civic actions (and beyond, if applicable).

1	2	3	4	5
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5. Demonstrates a growing understanding of the relationship between policy and problems.

1	2	3	4	5
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6. Supplies a variety of evidence for the civic actions (e.g., photos, letters, hearing agendas, conversation notes, articles, interviews).

1	2	3	4	5
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7. Draws connections to government course content and can articulate the increase in new knowledge and development of skills.

1	2	3	4	5
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8. Describes the results of the actions taken and shows understanding of the ways in which the issue, the civic actions, and policy can be connected.

1	2	3	4	5
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9. Explains how citizen action and policy interact.

1	2	3	4	5
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10. Draws connections between his/her actions and the things an effective, productive citizen does.

1	2	3	4	5
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11. Uses what he/she has learned to describe why the study of policy is important in a government course.

1	2	3	4	5
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12. Articulates how what he/she has done through CAP correlates with the knowledge, skills, actions, and attitudes of an effective citizen.

1	2	3	4	5
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## Rubric for CAP Skill Development and "Process"

The Student:

1. Makes good use of time.

1	2	3	4	5
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2. Shows resiliency in response to obstacles.

1	2	3	4	5
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3. Tries new strategies and approaches and shows flexibility when necessary.

1	2	3	4	5
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4. Demonstrates a commitment to goal/s.

1	2	3	4	5
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5. Prioritizes tasks and re-assesses priorities when necessary.

1	2	3	4	5
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6. Follows through on actions and assignments.

1	2	3	4	5
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7. Can explain why each action was selected.

1	2	3	4	5
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8. Demonstrates willingness to develop new skills.

1	2	3	4	5
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9. Evaluates the goals, strategies, and actions taken, considering such things as cause and effect, impact of his/her efforts, and any adjustments he/she would make.

1	2	3	4	5
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