



We the People THE CITIZEN AND THE CONSTITUTION

Directed by the Center for Civic Education and funded by the U.S. Department of Education under the Education for Democracy Act approved by the United States Congress.

Congressional Hearing Group Score Sheet

For each criterion listed, score the group on a scale of 1 to 10, with 10 being the best score. Use a separate form for each group.

1-2 = Poor 3-4 = Fair 5-6 = Average 7-8 = Above Average 9-10 = Excellent

		SCORE	NOTES
1. UNDERSTANDING:	To what extent did participants demonstrate a clear understanding of the basic issues involved in the question?		
2. CONSTITUTIONAL APPLICATION:	To what extent did participants appropriately apply knowledge of constitutional history and principles?		
3. REASONING:	To what extent did participants support positions with sound reasoning?		
4. SUPPORTING EVIDENCE:	To what extent did participants support positions with historical or contemporary evidence, examples, and/or illustrations?		
5. RESPONSIVENESS:	To what extent did participants' answers address the question asked?		
6. PARTICIPATION:	To what extent did <u>most</u> group members contribute to the group's presentation?		
GROUP TOTAL			
JUDGE: _____		TIEBREAKER*	

*Please designate a score of any number between 0 and 100 that reflects this group's OVERALL performance. (This score will be used only in the event of a tie.) Please use the following scale:

Outstanding	90 to 100 points	Average	50 to 69 points
Very Good	80 to 89 points	Below Average	30 to 49 points
Above Average	70 to 79 points	Poor	0 to 29 points



We the People

THE CITIZEN AND THE CONSTITUTION

Directed by the Center for Civic Education and funded by the U.S. Department of Education under the Education for Democracy Act approved by the United States Congress.

SCORING GUIDE – WE THE PEOPLE SIMULATED CONGRESSIONAL HEARING

<p>1. UNDERSTANDING To what extent did participants demonstrate a clear understanding of the basic issues addressed by the questions?</p>	<p>9-10 in-depth understanding: key concepts/themes/issues/relationships identified, fully defined and extensively described (e.g., origin, development, people, significance, impact); acknowledgment of opposing viewpoints (if any)</p> <p>7-8 good understanding: key concepts, etc., identified, defined, and fully described, including significance</p> <p>5-6 average understanding: key concepts, etc., identified, partially defined, and described</p> <p>3-4 fair understanding: some concepts, etc., identified, inadequately defined, and described</p> <p>1-2 little understanding: few concepts, etc., identified, inadequately defined, or described</p>
<p>2. CONSTITUTIONAL APPLICATION To what extent did participants appropriately apply knowledge of constitutional history and principles?</p>	<p>9-10 full, accurate, and appropriate application of knowledge (e.g., historical and current application, examples, effects, results, problems, issues, future issues)</p> <p>7-8 accurate and appropriate with partial application</p> <p>5-6 mostly accurate and appropriate with minor errors and inappropriate application</p> <p>3-4 some accurate and appropriate with significant inappropriate application</p> <p>1-2 mostly inaccurate and inappropriate with little or no application</p>
<p>3. REASONING To what extent did participants support their positions with sound reasoning?</p>	<p>9-10 strong support of positions with sound reasoning: conclusions reached with consideration of opposing viewpoints, opinions with reasons, noting relationships, grasping principles, logical inferences</p> <p>7-8 support with sound reasoning for most positions</p> <p>5-6 support with sound reasoning for some positions</p> <p>3-4 support with opinions, beliefs, guesses</p> <p>1-2 no support</p>
<p>4. SUPPORTING EVIDENCE To what extent did participants support their positions with historical or contemporary evidence, examples, and/or illustrations?</p>	<p>9-10 accurate support of positions with extensive historical or contemporary evidence, examples, illustrations</p> <p>7-8 accurate, good, but partial support of positions</p> <p>5-6 accurate support of some positions: inaccurate support of others</p> <p>3-4 mostly inaccurate support of positions</p> <p>1-2 little/no support of positions</p>
<p>5. RESPONSIVENESS To what extent did participants' answers address the questions asked?</p>	<p>9-10 accurate and full response to all questions: main and subquestions, follow-up questions</p> <p>7-8 accurate and full response to main and subquestions; partial response to follow-up questions</p> <p>5-6 partial response to main and subquestions; partial response to follow-up questions</p> <p>3-4 partial response to main and subquestions; little or no response to follow-up questions</p> <p>1-2 partial response to main question only; little or no response to follow-up questions</p>
<p>6. PARTICIPATION To what extent did <u>most</u> group members contribute to the group's presentation?</p>	<p>9-10 participation by all/most on an equal basis</p> <p>7-8 participation by $\frac{3}{4}$ of group</p> <p>5-6 participation by $\frac{1}{2}$ of group</p> <p>3-4 participation by $\frac{1}{4}$ of group</p> <p>1-2 no participation</p>

Adapted from a scoring guide developed by the Hawaii **We the People** program



We the People THE CITIZEN AND THE CONSTITUTION

Directed by the Center for Civic Education and funded by the U.S. Department of Education under the Education for Democracy Act approved by the United States Congress.

SCORING CRITERIA DESCRIPTIONS

UNDERSTANDING

This criterion assesses how well students demonstrate their comprehension of the various historical and contemporary issues associated with each question, including the main question, subquestions, and judges' follow-up questions.

CONSTITUTIONAL APPLICATION

This criterion focuses on how students demonstrate their knowledge of the history and principles of the Constitution. Is their information accurate? Do they cite constitutional principles and examples from constitutional history when appropriate?

REASONING

This criterion focuses on the extent to which students' arguments reflect logical and critical thinking. To support their conclusions, students should do more than provide examples; they should also explain why the example is relevant to their argument. This is the category from which points should be deducted if students present opinions or beliefs without reasons or explanations.

SUPPORTING EVIDENCE

This criterion focuses on the evidence, examples, and/or illustrations presented by students in support of their positions. The top-rated groups will provide ample support for their positions, and that support will be appropriate and accurate.

RESPONSIVENESS

This criterion focuses on the extent to which students fully address the main question, subquestions, and judges' follow-up questions. For example, a response might be eloquently reasoned and adequately supported and still not address the question asked. This is the category from which points should be deducted when students are determined to present information they have prepared even if the question has not been asked.

PARTICIPATION

This criterion focuses on group participation. If most members speak they should be rated higher than those in which one or two "star" students dominate the entire 10 minutes. It is reasonable for one or two students to make the opening statement, but the other students should attempt to answer the follow-up questions.

We recognize that some students have an especially difficult time speaking in public. Since our competition requires that whole classes compete, we recommend that a group not be penalized for having one or two students who do not participate much because of extreme shyness, language problems, or other limitations. In rating participation, you should consider the extent to which most students participate.

Note that there is no "Appearance" criterion. Students have been informed that regular school clothes are appropriate for all competition activities. Although students who wish to dress more formally may do so, we do not want anyone to feel obligated to purchase clothes specifically for this event.