YLI Committee Phase Self-Evaluation Grading Rubric **Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
Applied Government  
Mr. Faulhaber

**DIRECTIONS: Read through each category and its criteria***. Complete either or both columns to give yourself an accurate grade.*   
  
In the LEFT column: Place a check plus next to those you completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that you completed but not very well, and place an X next to the criteria not completed at all.   
  
In the RIGHT column: Place the appropriate grade in the space to the immediate left of EACH criteria required by determining those areas you performed or were lacking and based upon the point value listed. Place a N/A or “not applicable next to any criterion not required for your specific role. Average the points together in place that score in the “your estimate” blank.   
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***.\*\*

* **PREPARATION AND RESEARCH (1-25):**

\_\_\_\_\_ \_\_\_\_\_Read, Highlighted or Underlined, each assigned bill to the class from the packet\_\_\_\_\_ \_\_\_\_\_Commented, Crossed out Provisions, etc, and circled which action to take (Approve-Reject-Amend) with rationale

\_\_\_\_\_ \_\_\_\_\_Completed Chapter Notes (and utilized that information to understand role in simulation):

* "Key Objective/Take Aways" pg. 290
* Then/Now" pgs. 291-293
* "The Powers of Congress" (Table 12.1) pg. 292
* "Representation and Polarization, Organizational View, Attitudinal View" pgs. 305-308
* "13-5: How a Bill Becomes a Law (Introducing a Bill and Study by Committees)" pgs. 313-315

\_\_\_\_\_ \_\_\_\_\_Conducted research on bill ideas you considered worthy of consideration (including talking with those you found knowledgeable on bill concept)   
\_\_\_\_\_ \_\_\_\_\_**Discussed with one or both** Parents**, grandparent, and/or adult in one’s life** about the assigned bills to our class committee  
\_\_\_\_\_ \_\_\_\_\_Gathered information to be effective in deliberation & Attached and turned in Research Notes with rubric and other documents

**Your Average** \_\_\_\_\_\_/25

* **CONTENT COVERED/PERSUASIVENESS/PARTICIPATION/OVERALL PERFORMANCE (1-15):**

\_\_\_\_\_ \_\_\_\_\_Cited information from Bill Language and employed insight of the issues discussed in bills as outlined in chapter Notes

\_\_\_\_\_ \_\_\_\_\_Made reference to individual research including data found or anecdotes and opinions from parents, peers, etc  
**\_\_\_\_\_ \_\_\_\_\_**Kept ungrounded opinions (those that could not be substantiated and backed up by data/evidence to prove one’s case) out of discussion   
\_\_\_\_\_ \_\_\_\_\_Did not simply echo the thoughts of others or make irrelevant comments just to fulfill participation

\_\_\_\_\_ \_\_\_\_\_Was inquisitive; Asked peers ***clarification*** questions to gain information   
\_\_\_\_\_ \_\_\_\_\_When asked a question, showed ability to think on feet providing clear main arguments and an understanding of the material \_\_\_\_\_ \_\_\_\_\_Was a **Frequent** Participant (spoke at least 5 times) **BUT** did not hog the conversation

\_\_\_\_\_ \_\_\_\_\_Clearly outlined your position on the question proposed or asked Questions to develop a position

\_\_\_\_\_ \_\_\_\_\_Performed to the best of your abilities and was an attribute, not detriment to this simulation; Felt good about your performance  
\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will recognize your research and background knowledge regarding the issue discussed

\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will have positive comments about your performance   
 **Your Average** \_\_\_\_\_\_/15

* **RESPECTFUL/RESPONSIBLE BEHAVIOR/REFLECTION AND SELF-EVALUATION (1-10):**

\_\_\_\_\_ \_\_\_\_\_Professional and Attentively listened by looking at speakers. did not interrupt peers, and followed proceedings- taking notes   
**Attached your notes to this self-evaluation**   
\_\_\_\_\_ \_\_\_\_\_Was Respectful to Peers both verbally and through mannerisms; Avoided ad hominin attacks   
\_\_\_\_\_ \_\_\_\_\_Let others speak before we spoke again **(general rule to follow: at least 3 people spoke before I spoke again)**

\_\_\_\_\_ \_\_\_\_\_Did not interrupt peers or tell them “they could not argue that”  
\_\_\_\_\_ \_\_\_\_\_Had a positive Attitude and Played Well with Others  
\_\_\_\_\_ \_\_\_\_\_Read and followed direction when completing rubric: Placed the appropriate mark next to EACH category  
\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers and only gave yourself a 10 if your performance was PEFERCT and a model for future classes  
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with deep thought and provided honest feedback  
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with MINIMALLY three sentences for each question  
\_\_\_\_\_ \_\_\_\_\_In Peers evaluation, they will acknowledge you as an attribute, not a detriment to the simulation

**Your Average** \_\_\_\_\_\_/10  
**TOTAL\_\_\_\_\_\_\_\_\_\_\_/50**

**REFLECTION QUESTIONS:**   **Answer each question with deep thought and in as much detail as necessary.\_\_\_\_\_\_**   
  
QUESTION #1 List and describe the most meaningful idea(s), concept(s), and/or principle(s) learned through this project.   
  
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QUESTION #2: A classmate I’d give a shout-out to for being best prepared, most persuasive and/or original thought, etc  would be… because…  
  
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QUESTION #3: What classmate(s) was the least prepared for their committe obligation? Explain  
  
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QUESTION #4: Explain what you did well on the project. What could you have done differently and would change if you could go back in time?   
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QUESTION #5: When your peers complete their reflections, the chances you will be listed in their answers to Questions #2-3 are…because…  
  
  
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QUESTION #6: How would you rate **your overall during for the simulation** (1-10) based upon your preparation, knowledge and understanding of the issue, and performance in regards to your prior projects and your peers? Justify the ranking. Is this grade Reflected by the Rubric? If the overall score determined through the rubric is different from the grade you believe you deserve explain why and the grade you believe is warranted.  
  
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QUESTION #7: How would you rank the value of the project (1-10)? Justify the ranking. What can be done to improve the process to make it more meaningful.? How would you rank the value of the project (1-10)? Justify the ranking.  
  
  
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