



Simulated Congressional Hearing Scoring Rubric

In each category, award a whole-number score between 0 and 10.

| Opening Statement | (These criteria should only apply to the opening statement.) | | Score: |
|--------------------------|---|----------------------|--------|
| Opportunities for Growth | Meets Expectations | Exceeds Expectations | |
| | <div><input type="checkbox"/> The opening statement addressed all elements of the question.</div> <div><input type="checkbox"/> All students participated in the presentation of the opening statement.</div> <div><input type="checkbox"/> Students have taken a well-organized and logical approach to their statement, using appropriate and accurate references to the Constitution, scholarly sources, relevant cases, legal opinions, historical documents, and other materials to substantiate their arguments.</div> | | |
| Evidence | (These criteria should apply to the follow-up portion of the hearings.) | | Score: |
| Opportunities for Growth | Meets Expectations | Exceeds Expectations | |
| | <div><input type="checkbox"/> Students accurately referenced constitutional text, principles, and other relevant primary and secondary sources to support their arguments.</div> <div><input type="checkbox"/> Students have referenced historical events or influential figures to demonstrate a contextual understanding of the question.</div> <div><input type="checkbox"/> Students have provided historical or current-day examples or case studies that illustrate the real-world impact of the Constitution or constitutional principles.</div> | | |
| Analysis / Understanding | (These criteria should apply to the follow-up portion of the hearings.) | | Score: |
| Opportunities for Growth | Meets Expectations | Exceeds Expectations | |
| | <div><input type="checkbox"/> Students have accurately referenced key judicial decisions, amendments, historical context, or societal movements and have described their impact on the Constitution's meaning and application.</div> <div><input type="checkbox"/> Students have recognized multiple perspectives on constitutional issues, including differing interpretations, dissenting opinions, and alternative arguments by scholars, jurists, or other stakeholders.</div> <div><input type="checkbox"/> Students have identified the potential consequences of various interpretations of governing documents on society, policy, and individual rights.</div> | | |



| Application | (These criteria should apply to the follow-up portion of the hearings.) | | Score: |
|----------------------------------|--|----------------------|--------|
| Opportunities for Growth | Meets Expectations | Exceeds Expectations | |
| | <div><input type="checkbox"/> Students have accurately addressed how a constitutional issue is currently assessed, including the legal framework, court interpretations, public policies, and prevailing arguments.</div> <div><input type="checkbox"/> Students analyzed how constitutional provisions and principles can be applied to resolve real-world situations, policies, debates, or contemporary issues.</div> <div><input type="checkbox"/> Students have demonstrated familiarity with constitutional principles and frameworks from other countries or historical time periods, using these comparative perspectives to enrich their analysis.</div> | | |
| Discussion | (These criteria should apply to the follow-up portion of the hearings.) | | Score: |
| Opportunities for Growth | Meets Expectations | Exceeds Expectations | |
| | <div><input type="checkbox"/> The discussion reflected a balanced level of intellectual engagement, with most students actively participating, generating thoughtful insights, and contributing to a meaningful exchange of ideas.</div> <div><input type="checkbox"/> In their discussion, students provided logical and well-supported reasoning for their positions, using relevant evidence, constitutional principles, and legal precedents to support their claims.</div> <div><input type="checkbox"/> Students connected their follow-up discussion to their opening statement, further elaborating on the ideas and arguments presented in their initial remarks.</div> | | |
| Total Score | (Sum of scores in all five categories) | | Score: |
| Space for Additional Notes Below | | | |