

## CLASSROOM TOOL: SAMPLE RUBRICS

These sample rubrics illustrate how you might assess student progress in a social action project.

Social Action Projects—Getting Started and Raising the Level		
Social Action Journal		
* Getting started	** Becoming proficient	*** Going beyond
<p>I maintain an organized journal, striving to complete as many assignments as possible. I might do this by:</p> <ul style="list-style-type: none"> <li>trying to keep track of classroom assignments and the work I've done so far</li> <li>asking for help as needed.</li> </ul> <p>I take notes to help me learn about the topic. I might do this by:</p> <ul style="list-style-type: none"> <li>jotting notes from my most important sources.</li> </ul> <p>I reflect on my research. I might do this by:</p> <ul style="list-style-type: none"> <li>thinking and writing about myself and my connection to this research.</li> </ul>	<p>I maintain an organized journal, striving to include every assignment. I might do this by:</p> <ul style="list-style-type: none"> <li>checking my assignments with other researchers to make sure my journal is complete</li> <li>reviewing class assignments and double-checking my work.</li> </ul> <p>I keep notes from my research that help me learn about my topic. I might do this by:</p> <ul style="list-style-type: none"> <li>jotting lean notes from more than one source as I read</li> <li>experimenting with short note-taking and longer reflective writing.</li> </ul> <p>I think and write about my own relationship with this research. I begin to think more about the community interest as well. I might do this by:</p> <ul style="list-style-type: none"> <li>writing about my own connection to this topic</li> <li>thinking and writing about how it intersects with the community.</li> </ul>	<p>I maintain an organized, complete, and thoughtful journal. I do this by:</p> <ul style="list-style-type: none"> <li>including entries for every assignment</li> <li>including dates for my research, and sources</li> <li>reorganizing my notes as needed</li> <li>going beyond classroom assignments.</li> </ul> <p>I keep notes that help me research my topic deeply. I might do this by:</p> <ul style="list-style-type: none"> <li>jotting notes from multiple sources</li> <li>returning to my notes to add in new thinking over time</li> <li>writing longer reflections to develop my thinking</li> <li>reading sources outside of classroom-assigned texts.</li> </ul> <p>I not only reflect on myself and my connection with this research, I also think about how I can make a difference and about the role the community plays. I might do this by:</p> <ul style="list-style-type: none"> <li>thinking and writing about how my community influences me</li> <li>thinking and writing about how I can make a difference in my community.</li> <li>researching my community and its history with this topic, by reading or talking to community members.</li> </ul>

## Social Action Projects—Getting Started and Raising the Level

Social Action Project		
*	**	***
<b>Getting started</b>	<b>Becoming proficient</b>	<b>Going beyond</b>
<p>I create a piece that teaches others about an issue. I do this by:</p> <ul style="list-style-type: none"> <li>• naming an issue</li> <li>• including examples of that issue.</li> </ul> <p>I craft my piece with an audience in mind. I might do this by:</p> <ul style="list-style-type: none"> <li>• reading more than one source about this issue</li> <li>• drafting and revising my writing at least once.</li> </ul>	<p>I create a piece that teaches others about an issue in the community. I do this by:</p> <ul style="list-style-type: none"> <li>• naming an issue and making a claim about it</li> <li>• explaining reasons why this issue needs to be addressed</li> <li>• including details and examples to support my reasons.</li> </ul> <p>I craft my piece with a specific audience in mind. I do this by:</p> <ul style="list-style-type: none"> <li>• researching the subject, seeking evidence relevant to my audience by collecting research from several sources, such as interviews, online research, surveys, documentary films, and speakers brought to the class</li> <li>• taking my writing through a constant process of generating, drafting, revising, editing, and publishing before submitting my final piece.</li> </ul>	<p>I create a highly original piece of my own design that teaches others in compelling ways. I might do this not only by making a claim about an issue and explaining my reasoning but also by:</p> <ul style="list-style-type: none"> <li>• sharing the local context or history of this issue</li> <li>• convincing my audience to get involved.</li> </ul> <p>I craft my piece with a specific audience in mind, tailoring my content to that audience. I might do this not only by researching the subject deeply but also by:</p> <ul style="list-style-type: none"> <li>• seeking multiple voices and perspectives</li> <li>• finding out more about my audience and shaping my examples to their interest</li> <li>• adjusting my tone and style to my audience</li> <li>• seeking feedback on my drafts from potential audience members.</li> </ul>