

# Center for Civic Values New Mexico High School Mock Trial Program

## How Participation in Mock Trial Helps Teachers Meet the New Mexico Standards and Benchmarks

### Overview

Mock trial is a simulation of an adversarial judicial proceeding that is the enactment of a civil or criminal trial in which students role play the participants in a case and learn about courtroom procedures. Students bridge the gap between simulated activity and reality by participating with judges, lawyers, teachers and community members.

In mock trial competition, the case is tried to a panel of three to five judges, one of whom serves as the presiding judge, and three to four of whom act as scoring evaluators. The following instructional materials, however, are designed to introduce students more generally to the judicial process.

### Objectives

Students will:

- gain a basic understanding of the legal mechanism through which our society resolves many disputes;
- enhance their understanding of the purpose and procedures of the role of law, the judicial system and the adversarial approach to settling disputes
- listen to, read, react to, and analyze information
- apply strategies and skills to comprehend information that is read, heard, and view
- develop oral advocacy skills, and understanding of a substantive area of law
- develop questioning, reasoning, oral advocacy skills
- communicate effectively through speaking and writing.
- increase proficiency in basic skills such as listening, public speaking, reading and critical thinking.
- demonstrate critical thinking skills to evaluate information and solve problems
- collaborate with others toward group goals
- explore concepts of justice and fairness in specific concrete situations
- analyze primary source
- identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States and world history in order to understand the complexity of the human experience.

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New Mexico Language Arts Standards and Benchmarks	New Mexico Social Studies Standards and Benchmarks
<p><b>Strand: Reading And Listening For Comprehension</b> Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed. 9-12 Benchmark I-A: Listen to, read, react to, and analyze information</p>	<p><b>Strand: History</b> Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. 9-12 Benchmark I-A—New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood.</p>
<p><b>PERFORMANCE STANDARDS</b></p> <p>9-1. Narrate experiences that offer:</p> <ul style="list-style-type: none"> <li>• scenes and incidents located effectively in time and place</li> <li>• impressions of being in a setting and a sense of engagement in the events occurring</li> <li>• a sense of the narrator’s personal voice</li> </ul> <p>9-2. Instruct an audience in how to perform a specific operation or procedure by:</p> <ul style="list-style-type: none"> <li>• considering the audience’s degree of knowledge or understanding</li> <li>• providing complete and accurate information</li> <li>• using visuals and media to make effective presentations and products</li> </ul> <p>9-3. Form and refine a question for investigation using a topic of personal choice and answer that question by:</p> <ul style="list-style-type: none"> <li>• deciding upon and using appropriate methods (e.g., interviews with experts, observations, finding print and non-print sources, using interactive technology and media)</li> <li>• prioritizing and organizing information</li> <li>• incorporating effective media and technology to inform or explain reporting in an appropriate form for a specified audience</li> </ul> <p>10-3. Create responses that evaluate problems and offer solutions to a reader or listener by:</p> <ul style="list-style-type: none"> <li>• clearly stating the problem and relevant issues</li> <li>• determining the significance of the problem</li> <li>• focusing on a neutral audience</li> <li>• logically organizing the solutions for a specific audience</li> <li>• offering and evaluating effective solutions</li> <li>• creating a sense of resolution or closure</li> </ul> <p>10-4. Evaluate the information, explanations, or ideas of others by:</p> <ul style="list-style-type: none"> <li>• identifying clear, reasonable criteria for evaluation</li> <li>• applying those criteria using reasoning and substantiation</li> </ul> <p>11-1. Demonstrate increasing insight and reflection to print and non-print text through personal expression.</p> <p>11-2. Reflect and respond expressively to texts so that the audience will:</p> <ul style="list-style-type: none"> <li>• discover multiple perspectives</li> <li>• investigate and articulate connections</li> <li>• explore how life experiences influence a response to a selection</li> <li>• recognize that responses of others may be different</li> </ul> <p>11-3. Respond to informational texts by:</p> <ul style="list-style-type: none"> <li>• using a variety of strategies for preparation, engagement, and reflection</li> <li>• paraphrasing main ideas and supporting details</li> </ul>	<p><b>PERFORMANCE STANDARDS</b></p> <p>1. Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:</p> <ul style="list-style-type: none"> <li>• analyze perspectives that have shaped the structures of historical knowledge</li> <li>• describe ways historians study the past</li> <li>• explain connections made between the past and the present and their impact.</li> </ul> <p>9-12 Benchmark I-C—World: Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.</p> <p><b>PERFORMANCE STANDARDS</b></p> <p>9. Analyze and evaluate international developments following World War II, the Cold War, and post-Cold War, to include:</p> <ul style="list-style-type: none"> <li>• war crime trials</li> </ul> <p>9-12 Benchmark I-D—Skills: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.</p> <p><b>PERFORMANCE STANDARDS</b></p> <p>1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues.</p> <p>2. Apply chronological and spatial thinking to understand the importance of events.</p> <p>3. Describe primary and secondary sources and their uses in research.</p> <p>4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas).</p> <p>5. Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs, or biases about the subject.</p> <p>6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants.</p> <p>7. Analyze the evolution of particular historical and contemporary perspectives.</p> <p>8. Explain how to use technological tools to research data, verify facts and information, and communicate findings.</p>

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<ul style="list-style-type: none"> <li>explaining significant connections between speaker's/author's purpose, tone, biases, and the message for the intended audience</li> </ul> <p>12-1. Express reflections and reactions to print and non-print texts as well as to personal experience by:</p> <ul style="list-style-type: none"> <li>composing and presenting reflective texts that give an audience an understanding of complex thoughts and feelings, a sense of significance, and a sense of encouragement to reflect on own ideas</li> <li>responding to texts make connections, reflecting on cultural and historical perspectives, examining own response, and recognizing features of the author's use of language and how the writer relates to the subject so that the audience will empathize,</li> </ul> <p>12-2. Analyze and critique texts from various perspectives and approaches by:</p> <ul style="list-style-type: none"> <li>developing critiques based on establishing and applying clear, credible criteria for evaluation</li> <li>substantiating assessments with reasons and evidence</li> </ul>	<p><b><u>Strand: Geography</u></b> Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.</p> <p>9-12 Benchmark II-A: Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives, and apply them to explain the past, present, and future in terms of patterns, events, and issues.</p>
<p><b><u>Strand: Reading and Listening for Comprehension</u></b> Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p>9-12 Benchmark I-B: Synthesize and evaluate information to solve problems across the curriculum</p>	<p><b>PERFORMANCE STANDARDS</b></p> <ol style="list-style-type: none"> <li>Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems.</li> <li>Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlements patterns.</li> </ol> <p>9-12 Benchmark II-B: Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.</p>
<p><b>PERFORMANCE STANDARDS</b></p> <p>9-1. Use a variety of techniques for researching topics including:</p> <ul style="list-style-type: none"> <li>cross-referencing while gathering information</li> <li>summarizing dialogue</li> <li>using news sources</li> </ul> <p>9-2. Use a variety of information resources to critically interpret and evaluate experiences, language, and ideas.</p> <p>10-3 Use multiple resources to gather information to evaluate problems, examine cause and effect relationships, and answer research questions to inform an audience.</p> <p>11-3. Inform an audience by using a variety of media to research and explain insights.</p> <p>12-3 Demonstrate increasing sophistication in the selection and use of resources to define issues and use argument effectively.</p>	<p><b>PERFORMANCE STANDARDS</b></p> <ol style="list-style-type: none"> <li>Analyze how the character and meaning of a place is related to its economic, social, and cultural characteristics, and why diverse groups in society view places and regions differently.</li> <li>Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).</li> </ol> <p>9-12 Benchmark II-E: Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.</p>
<p><b><u>Strand: Reading and Listening For Comprehension</u></b> Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p>9-12 Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems.</p>	<p><b>PERFORMANCE STANDARDS</b></p> <ol style="list-style-type: none"> <li>Analyze the effects of geographic factors on major events in United States and world history.</li> <li>Analyze the interrelationships among settlement, migration, population-distribution patterns, landforms, and climates in developing and developed countries.</li> <li>Analyze how cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States, and throughout the world.</li> <li>Analyze how cultures shape characteristics of a region.</li> <li>Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources).</li> <li>Evaluate the effects of technology on the developments, changes to, and interactions of cultures.</li> </ol>
<p><b>PERFORMANCE STANDARDS</b></p> <p>9-1. Examine texts for arguments and develop informed opinions by:</p> <ul style="list-style-type: none"> <li>examining relevant reason and evidence</li> </ul>	

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<ul style="list-style-type: none"> <li>• noting the progression of ideas that substantiate the proposal</li> <li>• analyzing the style, tone, and use of language for a particular effect</li> <li>• identifying and analyzing personal, social, historical, or cultural influences, contexts, or biases</li> <li>• identifying and analyzing rhetorical strategies that support proposals</li> </ul> <p>9-2. Support informed opinions by providing relevant and convincing reasons, using various types of evidence, language, and organizational structure, and demonstrating an awareness of possible questions, concerns, or counter-arguments.</p> <p>9-3. Create and use criteria to evaluate the effectiveness of communication.</p> <p>9-4. Represent abstract information (e.g., concepts, generalizations) as explicit mental pictures.</p> <p>10-1 Examine controversial issues by:</p> <ul style="list-style-type: none"> <li>• sharing and evaluating personal response</li> <li>• researching and summarizing data</li> <li>• developing a framework in which to discuss the issue (creating the context)</li> <li>• compiling personal responses and researched data to organize the argument</li> <li>• presenting data in various forms (e.g., graph, essay, speech, video)</li> </ul> <p>10-2. Critically interpret and evaluate experiences, literature, language, and ideas by:</p> <ul style="list-style-type: none"> <li>• making generalizations supported by specific references</li> <li>• reflecting on observations and their relationship to a current viewpoint</li> <li>• distinguishing fact from fiction and recognizing personal bias</li> </ul> <p>10-3. Identify critical questions that would lead to a broader understanding of a selection.</p> <p>10-5. Read critically and independently to draw conclusions from research.</p> <p>11-1. Use language persuasively in addressing a particular issue by:</p> <ul style="list-style-type: none"> <li>• finding and interpreting information effectively</li> <li>• recognizing propaganda as a purposeful technique</li> <li>• establishing and defending a particular perspective</li> <li>• responding respectfully to viewpoints and biases</li> </ul> <p>11-2. Use critical analysis to gain meaning, develop thematic connections, and synthesize ideas by:</p> <ul style="list-style-type: none"> <li>• examining the functions and effects of narrative strategies (e.g., plot, conflict, suspense, point of view, characterization, dialogue)</li> <li>• interpreting effects of figures of speech and the effects of sounds</li> <li>• analyzing stylistic features such as word choice and links between sense and sound</li> <li>• identifying ambiguity, contradiction, irony, parody, and satire</li> <li>• demonstrating how selections reflect the cultures that shaped them.</li> </ul> <p>11-3 Analyze overall effectiveness of one’s own writing.</p> <p>12-1. Research, define, and present issues of public concern by:</p> <ul style="list-style-type: none"> <li>• using a variety of resources such as media centers, on-line resources, interviews, and personal reflection</li> <li>• specifying the nature of an issue, including claims made and the reasoning that supports those claims</li> </ul>	<p><b>Strand: Civics And Government</b>            Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.</p> <p><u>Benchmark III-A:</u> Compare and analyze the structure, power, and purpose of government at the local, state, tribal and federal levels.</p> <p><b>PERFORMANCE STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Analyze the structure, powers, and role of the legislative branch of the United States government, to include:           <ul style="list-style-type: none"> <li>• specific powers delegated in Article I of the Constitution</li> </ul> </li> <li>2. Analyze the structure, powers, and role of the executive branch of the United States government, to include:           <ul style="list-style-type: none"> <li>• specific powers delegated in Article II of the Constitution</li> <li>• checks and balances</li> <li>• roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party.”</li> </ul> </li> <li>3. Examine the election of the president through the nomination process, national conventions, and Electoral College.</li> <li>4. Analyze the structure, powers, and role of the judicial branch of the United States government, including landmark United States Supreme Court decisions, to include:           <ul style="list-style-type: none"> <li>• specific powers delegated by the Constitution in Article III and described in the Federalist Papers Numbers 78-83</li> <li>• checks and balances</li> <li>• judicial review as developed in Marbury v. Madison</li> <li>• issues raised in McCulloch v. Maryland</li> <li>• dual court system of state and federal governments, including their organization and jurisdiction.</li> </ul> </li> <li>5. Analyze the rights, protections, limits, and freedoms included within the United States Constitution and Bill of Rights, to include:           <ul style="list-style-type: none"> <li>• constitutional mandates such as the right of habeas corpus, no bill of attainder, and the prohibition of the ex post facto laws</li> <li>• 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition</li> <li>• 4th, 5th, and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections</li> <li>• 14th Amendment protection of due process and equal protection under the law</li> <li>• conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights</li> <li>• expansion of voting rights, limitation of presidential terms, etc.</li> </ul> </li> <li>6. Compare and contrast the structure and powers of New Mexico’s government as expressed in the New Mexico Constitution with that of the United States Constitution, to include:           <ul style="list-style-type: none"> <li>• direct democracy in the initiative, referendum, and recall process</li> </ul> </li> </ol>

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<ul style="list-style-type: none"> <li>organizing and delivering a presentation that specifies reasons for the claim and makes a clear stance on the issue.</li> </ul>	<ul style="list-style-type: none"> <li>impeachment process</li> <li>process of voter registration and voting</li> <li>role of primary elections to nominate candidates</li> <li>how a bill becomes a law</li> <li>executive officers and their respective powers</li> <li>New Mexico courts, appointment of judges, and election and retention processes for judges</li> <li>organization of county and municipal governments.</li> </ul>
<p><b><u>Strand: Reading And Listening For Comprehension</u></b> Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.</p> <p>9-12 Benchmark I-D: Apply knowledge of reading process to evaluate print, non-print, and technology-based information.</p>	<p>7. Describe and analyze the powers and responsibilities of (including the concept of legitimate power) local, state, tribal, and national governments.</p> <p>9-12 Benchmark III-C: Compare and contrast the philosophical foundations of the United States political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world.</p>
<p><b>PERFORMANCE STANDARDS</b></p> <p>9-1. Explain meaning, describe processes, and answer research questions to inform others by:</p> <ul style="list-style-type: none"> <li>demonstrating the ability to read and listen to explanatory texts using appropriate preparation, engagement, and reflection</li> <li>demonstrating comprehension of major ideas</li> <li>summarizing major steps</li> <li>determining accuracy and clarity of the selection</li> </ul> <p>9-2. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of literary forms.</p> <p>9-3. Accurately interpret information from and detect inconsistencies in a variety of informational, literary, and technical texts.</p> <p>9-4. Scan reading selections to determine whether a text contains relevant information.</p> <p>9-5. Use discussion with peers as a way of understanding information.</p> <p>9-6. Effectively use a variety of interactive technologies to enhance understanding of reading selections (e.g., internet, email, CD-ROM, on-line publications, digital images, video).</p> <p>10-1. Pose questions prompted by text and research answers by:</p> <ul style="list-style-type: none"> <li>accessing cultural information or explanations from print and non-print media sources</li> <li>prioritizing and organizing information to construct a complete and reasonable explanation</li> </ul> <p>10-2. Analyze the ideas of others by identifying the ways in which writers:</p> <ul style="list-style-type: none"> <li>introduce and develop a main idea</li> <li>choose and incorporate significant, supporting, relevant details</li> <li>relate the structure/organization to the ideas</li> <li>use effective word choice as a basis for coherence</li> <li>achieve a sense of completeness and closure</li> </ul> <p>10-3. Demonstrate increasing comprehension and ability to respond personally to texts by selecting and exploring a wide range of works that relate to an issue, author, or theme.</p> <p>11-1. Demonstrate an understanding of the conventions of language by:</p> <ul style="list-style-type: none"> <li>analyzing the power of standard usage over nonstandard usage in a variety of settings (e.g., job interviews, academic environment, public speaking)</li> </ul> <p>11-2. Reorganize the concepts and details in informational texts in new ways and describe the</p>	<p><b>PERFORMANCE STANDARDS</b></p> <ol style="list-style-type: none"> <li>Analyze the structure, function, and powers of the federal government (e.g., legislative, executive, and judicial branches).</li> <li>Analyze the fundamental principles in the Declaration of Independence.</li> <li>Analyze the historical sources and ideals of the structure of the United States government, to include: <ul style="list-style-type: none"> <li>principles of democracy</li> <li>essential principles of a republican form of government</li> <li>separation of powers as expressed by the Baron of Montesquieu</li> <li>checks and balances as expressed by Thomas Hobbs</li> <li>ideas of individual rights developed in the English Bill of Rights</li> </ul> </li> <li>Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today.</li> <li>Compare and contrast the unitary, confederal, and federal systems.</li> <li>Analyze the ways powers are distributed and shared in a parliamentary system.</li> <li>Compare and contrast the different philosophies, structures, and institutions of democratic versus totalitarian systems of government.</li> <li>Analyze and evaluate the concept of limited government and the rule of law.</li> <li>Compare and contrast the characteristics of representative governments.</li> <li>Compare and contrast characteristics of Native American governments with early United States government.</li> <li>Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian)</li> <li>Analyze the role that the United States has played as a constitutional republican government for nations around the world.</li> </ol> <p>9-12 Benchmark III-D: Understand how to exercise rights and responsibilities as citizens by</p>

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<p>advantages and disadvantages of the new organization.</p> <p>11-3. Recognize how new information changes one's personal knowledge base.</p> <p>11-4. Understand complex dialogues and analyze the stylistic effect of those dialogues on a selection, including interpreting culturally specific ambiguities, subtleties, contradictions, ironies, and nuances.</p> <p>11-5. Accurately interpret information presented in a technical format (e.g., charts, diagrams, tables).</p> <p>11-6. Use an array of media and technologies to examine and comprehend information.</p> <p>12-1. Read a wide variety of informational and literary texts and selections to:</p> <ul style="list-style-type: none"> <li>• understand and express reflections and reactions to print and non-print text, as well as, personal experience</li> <li>• inform an audience</li> <li>• develop an argument to support an issue or position</li> <li>• conduct research and make in-depth analyses of information</li> <li>• synthesize ideas and generate new understanding to increase a knowledge base</li> </ul> <p>12-4. Identify and select appropriate text for a specific task using an array of advanced technologies (e.g., web resources, interactive media, software, email, networks).</p>	<p>participating in civic life and using skills that include interacting, monitoring, and influencing.</p> <p><b>PERFORMANCE STANDARDS</b></p> <ol style="list-style-type: none"> <li>1. Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups).</li> <li>2. Analyze the rights and obligations of citizens in the United States, to include: <ul style="list-style-type: none"> <li>• connections between self-interest, the common good,</li> <li>• obeying the law, serving on juries, paying taxes, voting, registering for selective service, and military service.</li> </ul> </li> <li>3. Demonstrate the skills needed to participate in government at all levels, to include: <ul style="list-style-type: none"> <li>• analyze public issues and the political system</li> <li>• evaluate candidates and their positions</li> <li>• debate current issues.</li> </ul> </li> <li>4. Analyze factors that influence the formation of public opinion.</li> <li>5. Evaluate standards, conflicts, and issues related to universal human rights and their impact on public policy.</li> </ol>
<p><b><u>Strand: Writing and Speaking for Expression</u></b></p> <p>Content Standard II: Students will communicate effectively through speaking and writing.</p> <p>9-12 Benchmark II-A: Communicate information in a coherent and persuasive manner using verbal and non-verbal language</p>	<p><b><u>Strand: Economics</u></b></p> <p>Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.</p> <p>9-12 Benchmark IV-A: Analyze the ways individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources and that their choices involve costs and varying ways of allocating.</p>
<p><b>PERFORMANCE STANDARDS</b></p> <p>9-1. Evaluate personal effectiveness in group discussions and make corrections as necessary.</p> <p>9-2. Ask questions to broaden and enrich discussions.</p> <p>9-3. Express an informed opinion that clearly states a personal view, is logical and coherent, and engages the reader's interest.</p> <p>9-4. Support an informed opinion by using appropriate language, reason, and organizational structure for the audience and purpose.</p> <p>10-1. Produce responses to editorials/literature for a neutral audience by providing:</p> <ul style="list-style-type: none"> <li>• a clearly stated position or proposed solution</li> <li>• relevant, reliable support</li> </ul> <p>10-2. Make well-informed and well-organized formal presentations with a clear main point, adjusting the message, wording, and delivery to the particular audience and context.</p> <p>10-3. Defend argumentative positions on literary and non-literary issues by:</p> <ul style="list-style-type: none"> <li>• sharing and evaluating initial personal response</li> <li>• presenting researched and summarized information</li> <li>• creating a context to discuss the issue</li> </ul>	<p><b>PERFORMANCE STANDARDS</b></p> <ol style="list-style-type: none"> <li>3. Understand the relationship between socioeconomic stratification and cultural values.</li> <li>4. Analyze and evaluate the impact of economic choices on the allocation of scarce resources.</li> <li>13. Understand personal financing (e.g., banking, credit, debit, lending institutions).</li> </ol>

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<ul style="list-style-type: none"> <li>• researching and compiling data to organize the argument presenting data</li> </ul> <p>11-1. Use language persuasively in addressing a particular issue by:</p> <ul style="list-style-type: none"> <li>• finding and interpreting information effectively</li> <li>• recognizing propaganda as a purposeful technique</li> <li>• establishing and defending a point of view</li> <li>• responding respectfully to viewpoints and biases</li> </ul> <p>11-2. Identify, analyze, and evaluate criteria used for formal and informal discussions to determine how well others engage in discussion.</p> <p>12-1. Develop oral formal presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience.</p> <p>12-2. Make explicit use of various techniques for effective presentations (e.g., voice, inflection, tempo, gestures).</p> <p>12-3. Organize and deliver an argument so that an intended audience will respond by:</p> <ul style="list-style-type: none"> <li>• wording the claim clearly</li> <li>• specifying convincing reasons to support the claim</li> <li>• adopting a stance and appropriate tone toward the issue</li> </ul> <p>12-4. Design and apply criteria for evaluating oral presentations and arguments before delivering them.</p>	
<p><b><u>Strand: Writing And Speaking For Expression</u></b>            Content Standard II: Students will communicate effectively through speaking and writing.            9-12 Benchmark II-B: Apply grammatical and language conventions to communicate</p>	
<p><b>PERFORMANCE STANDARDS</b></p> <p>9-1. Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, participle), and mechanics of punctuation.</p> <p>9-2. Demonstrate understanding of sentence structure (e.g., parallel structure, subordination, proper placement of modifiers), and consistency of verb tense and voice.</p> <p>9-3. Demonstrate control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>10-2. Use systematic strategies to organize and record information (e.g., anecdotal scripting).</p> <p>10-1. Demonstrate control of grammar, diction, paragraph, and sentence structure.</p> <p>10-3. Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments).</p> <p>11-1. Demonstrate control of grammar, diction, paragraph, and sentence structure.</p> <p>11-2. Use a variety of technology tools to present information appropriate for the purpose and audience.</p> <p>11-3. Develop presentations by using clear research questions and creative and critical research</p>	

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New Mexico Language Arts Standards and Benchmarks	New Mexico Social Studies Standards and Benchmarks
<p>strategies (e.g., field studies, oral histories, interviews, experiments).</p> <p>12-1. Demonstrate the ability to comprehensively, coherently, and concisely expound upon ideas.</p>	
<p><b>Strand: Speaking And Writing For Expression</b> Content Standard II: Students will communicate effectively through speaking and writing.</p> <p>9-12 Benchmarks II-C: Demonstrate competence in the skills and strategies of the writing process to inform and persuade</p>	
<p><b>PERFORMANCE STANDARDS</b></p> <p>9-1. Use jargon and/or lingo appropriate for a specific purpose and audience.</p> <p>9-2. Use descriptive language to create images in the mind of the audience.</p> <p>9-3. Compose written arguments that develop and support informed opinions by:</p> <ul style="list-style-type: none"> <li>• stating a progression of ideas</li> <li>• selecting appropriate style, tone, and use of language for a particular effect</li> <li>• describing and analyzing personal, social, historical, or cultural influences</li> <li>• presenting rhetorical strategies to support the proposal</li> </ul> <p>9-4. Analyze the origins and meanings of common, learned, and foreign words used frequently in written English.</p> <p>10-2. Clearly articulate a position through the use of a thesis statement, anticipate and deal with counter-arguments, and develop arguments using a variety of methods such as:</p> <ul style="list-style-type: none"> <li>• examples and details</li> <li>• commonly accepted beliefs</li> <li>• expert opinions</li> <li>• quotations and citations</li> <li>• cause and effect</li> <li>• comparison and contrast reasoning</li> </ul> <p>10-3. Differentiate among literal, figurative, and connotative meanings.</p> <p>11-1. Use argument to:</p> <ul style="list-style-type: none"> <li>• establish and defend a point of view</li> <li>• address concerns of the opposition</li> <li>• use logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies)</li> <li>• use techniques (e.g., rhetorical devices, parallelism, hypothetical situation, irony, concrete images)</li> <li>• develop a sense of completion</li> </ul> <p>11-2. Synthesize and organize information from a variety of sources in order to inform and persuade an audience.</p> <p>11-3. Analyze the works of others for:</p> <ul style="list-style-type: none"> <li>• consistency of facts, ideas, tone, voice</li> <li>• development of argument or plot clarity and conciseness</li> </ul> <p>12-1. Use and apply grammatical, metaphorical, or rhetorical devices to inform and persuade</p>	

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others. 12-3. Analyze own work for: <ul style="list-style-type: none"><li>• consistency of facts, ideas, tone, voice</li><li>• development of argument or plot</li><li>• clarity and conciseness</li></ul>	

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### Procedure:

1. Conduct the mock trial program using the procedures contained in **Order in the Court: A Guide for Teacher Advisors, Attorney Coaches and Students**, provided by CCV's New Mexico High School Mock Trial Program
2. Questions should be addressed to:  
Center for Civic Values  
PO Box 2184  
Albuquerque NM 87103-2184  
505-764-9417  
mocktrial@civicvalues.org  
www.civicvalues.org

### Assessment:

1. Using rubrics is a method of evaluating student performance and attainment. A rubric is a set of scoring guidelines (criteria) used by both students and teachers for evaluating a performance or product and giving feedback. The grading scale below is based upon the New Mexico Public Education Department's system.

<b>Proficient 3 points</b>	<b>Apprentice 2 points</b>	<b>Novice 1 point</b>	<b>Incorrect or No Attempt 0 points</b>
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### 2. Rationale for using assessment rubrics

- Focus instruction
- Guide feedback
- Characterize desired results
- Makes performance standards operational
- Develop self-assessment competence
- Involve students

### 3. Rubrics

- Mock Trial Rubric
- Reading and Listening for Comprehension Rubric
- Oral Expression Rubric
- Speaking Rubric
- Presentation Rubric
- Persuasive Writing Rubric
- Analyzing Primary Source Rubric
- History/Social Studies Rubric

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Mock Trial Rubric						
Objective: To gain a basic understanding of the legal mechanism through which our society resolves many disputes						
	Proficient 3 points	Apprentice 2 points	Novice 1 point	Incorrect or No Attempt 0 points	Self Evaluation	Teacher Evaluation
To demonstrate the basic understanding of the legal mechanism through which our society resolves many disputes;	Demonstrate correct sequence of mock trial responsibilities	Demonstrate correct sequence of most mock trial responsibilities	Demonstrate correct sequence of some mock trial responsibilities	Demonstrate little or no correct sequence of mock trial responsibilities		
To acquaint members of the court with the case	Acquaint court with the case using written and oral opening statement; outlines what is going to be proven through witnesses and evidence; present facts with clarity and understanding.	Use opening statement to identify most of the important aspects of the case; provide too much detail and/or exaggeration; present facts with some clarity and understanding.	Uses opening statement to include some of the most important aspects of the case, read statement and/or had no eye contact with the jury; present facts with little clarity and understanding.	Limited written and/or oral opening statement provided		
To obtain information from favorable witnesses in order to prove the facts of the case	Analyze all possible adverse testimony and other evidence to find weaknesses; negate opponent's case; discredit evidence that has been presented.	Analyze testimony and attempts to discredit witnesses; exposes some weaknesses of witnesses;	Analyze testimony and evidence but allows witness to explain answers; was not ready to adapt the questions to testimony	Not familiar with case materials and not prepared to do cross examination		
To provide a clear and persuasive summary in the closing arguments	Present the evidence needed to prove the case outlining the strengths of the witnesses and show the weaknesses of the other side; review physical evidence; state applicable statutes which support you side; remind the judge of the required burden of proof; request the verdict you desire; thank the judge	Present most of the evidence needed to prove the case outlining the strengths of the witnesses and show the weaknesses of the other side; but was unable to be flexible and adjust statement to weaknesses and contradictions; physical evidence and /or state applicable statutes were not mentioned; reminding the judge of the required burden of proof and/or requesting the verdict were forgotten; thank the judge;	Read a composed closing argument written before the trial showing some of the evidence needed to prove the case; did not review physical evidence and/or made objections during the other sides closing argument. Argument was not well organized.	Closing statement was lacking evidence needed to prove the case. Argument not organized.		
Oral Presentation Skills	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.		
<b>Comments:</b>				<b>Total Points</b>		

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<b>Reading and Listening for Comprehension Rubric</b>						
<b>Objective: To apply strategies and skills to comprehend information that is read, heard, and viewed.</b>						
	<b>Proficient 3 points</b>	<b>Apprentice 2 points</b>	<b>Novice 1 point</b>	<b>Incorrect or No Attempt 0 points</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Comprehension</b>	Remembers sequence of events; summarizes story; predicts what will happen next; backs up statements with proof from reading; connects and builds to draw conclusions; uses prior knowledge to form an opinion; connects experiences with reading; evaluates/judges characters, authors, books	Remembers sequence of events; summarizes story; predicts what will happen next; backs up most statements with proof; connects and builds to draw conclusions; uses prior knowledge to form an opinion; connects most experiences with reading	Recounts sequence of events; summarizes story; predicts what will happen next; backs up some statements with proof from reading; connects some experiences with reading	Recalls random details; recognizes when the reading isn't making sense; shows some understanding of print and its meaning		
<b>Listening</b>	Listens unusually well; takes steps routinely to comprehend what is said; is consistently attentive (as reflected in direct and indirect evidence) and later responses (actions, comments, and writings) indicate accurate and perceptive listening.	Does not regularly listen very well and/or is not always attentive, as reflected in comments and body language. Verbal reactions tend to reflect an earlier failure to listen carefully to what was said.	Does not listen very well and is not attentive, as reflected in comments and body language. Verbal reactions reflect failure to listen to what was said.	Has trouble listening to what is said and does not always react to what was said.		
<b>Skills/Strategies</b>	Self corrects automatically; confidently reads a story with appropriate expression; follows written multi-step directions; begins to ask questions about the structure	Uses a variety of ways to cross check and self correct; begins to read orally with expression and with appropriate pauses; knows the meaning of quotation marks and commas; follows all written directions	Increases and refines use of context, language, and/or phonics cues, and begins to use cross checking to self correct; begins to pause at appropriate places when reading orally; knows the meaning of a period, question mark and exclamation mark; Follows some written instructions	Does not self correct; understands concepts about print and the meaning of quotation marks and commas, but does not follow all written directions		
<b>Attitudes/ Behavior</b>	Chooses to read a variety of materials for a variety of purposes; often chooses reading over other activities; reads silently for extended periods of time; recommends reading material to others	Chooses appropriate books to read for pleasure; may choose reading material, or specific information; usually reads silently for an extended period of time, sometimes reads difficult material	Selects reading material independently; shows familiarity with reading materials	Is willing to read, but does not focus on print;		

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	<b>Proficient 3 points</b>	<b>Apprentice 2 points</b>	<b>Novice 1 point</b>	<b>Incorrect or No Attempt 0 points</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Retelling</b>	Details and sequence to summarize; retelling includes all major points or events and some relationships between them; gives a complete statement of the main idea; prediction is consistent with the selection; response shows an exceptional understanding of the selection; description of the characters and the setting will add to the completeness of the retelling.	Retelling may include some details and most major points or events, sequencing them when appropriate. One major point or event is left out; gives a simple but acceptable statement of the main idea' prediction is generally consistent with the selection; an incomplete description of the characters and the setting will be included in the retelling.	Retelling includes at least one major point or event but may focus on a detail or a part of the selection; response does not show an understanding of sequence; gives a partial statement of the main idea; prediction is inconsistent with the selection, description of the characters or the setting is included in the retelling, but one or the other may be incorrect.	Gives an incomplete retelling that contains no major points or events; details may be limited; sequencing of events does not exist; understanding of the main idea is incorrect or makes no sense; unable to make a prediction based on the story; description of the characters or the setting is not included or incorrect.		
<b>Comments:</b>				<b>Total Points</b>		

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<b>Oral Expression Rubric</b>						
<b>Objective: To develop questioning, reasoning, oral advocacy skills</b>						
	<b>Proficient 3 points</b>	<b>Apprentice 2 points</b>	<b>Novice 1 point</b>	<b>Incorrect or No Attempt 0 points</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Body Language</b>	Movements seemed fluid and helped the audience visualize	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive		
<b>Eye Contact</b>	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience		
<b>Introduction and Closure</b>	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.		
<b>Pacing</b>	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.		
<b>Body Language</b>	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures		
<b>Voice</b>	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.		
<b>Comments:</b>				<b>Total Points</b>		

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<b>Speaking Rubric</b>						
<b>Objective: To be able to communicate effectively through speaking and writing.</b>						
	<b>Proficient 3 points</b>	<b>Apprentice 2 points</b>	<b>Novice 1 point</b>	<b>Incorrect or No Attempt 0 points</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Holistic</b>	Speech is clear; eye contact is made; grammar is conventional; knowledge and facts are included; volume is appropriate.	Speech is clear; eye contact is made intermittently; grammar usually correct; knowledge and facts are partially included; volume is appropriate.	Presentation lacks enthusiasm; speech is adequate; lapses in sentence structure and grammar; facts not included; volume is uneven.	Presentation shows lack of interest or focus; Speech difficult to understand; lack of information; lack of eye contact; knowledge is minimal; volume is uneven; grammatical errors.		
<b>Content.</b>	Provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence; adapts the content in a specific way to the listener and situation; takes into account the specific knowledge and experience of the listener, adds explanations as necessary and refers to the listener's experience; uses arguments which are adapted to the values and motivations of the specific listener.	Provides enough content to meet the requirements of the task; focuses primarily on relevant content; sticks to the topic; adapts the content in a general way to the listener and the situation; uses words and concepts which are appropriate for the knowledge and experience of a general audience; uses arguments which are adapted to a general audience.	Does not provide enough content to meet the requirements of the task; includes some irrelevant content; wanders off the topic; adapts poorly to the listener and the situation; uses words and concepts which are inappropriate for the knowledge and experiences of the listener (e.g., slang, jargon, technical language).	Does not provide enough content to meet the requirements of the task; adapts poorly to the listener and the situation; uses words and concepts which are inappropriate for the knowledge and experiences of the listener or appears to ignore the listener and the situation; focuses primarily on irrelevant content; highly egocentric.		
<b>Delivery</b>	Uses delivery to emphasize and enhance the meaning of the message; delivers the message in a lively, enthusiastic fashion; volume varies to add emphasis and interest; rate varies and pauses are used to add emphasis and interest; pronunciation and enunciation are very clear; exhibits very few disfluencies, such as "ahs," "uhms," or "you knows."	The volume is not too low or too loud; rate is not too fast or too slow. Pauses are not too long or at inappropriate spots. The pronunciation and enunciation are clear. The speaker exhibits few disfluencies, such as "ahs," "uhms," or "you knows."	The volume is too low or too loud; rate is too fast or too slow; pauses are too long or at inappropriate spots; difficulty understanding the words in the message; pronunciation and enunciation are unclear; exhibits many disfluencies, such as "ahs," "uhms," or "you knows"; distracted by problems in the delivery of the message.	The volume is so low that you cannot understand most of the message; rate is so fast that you cannot understand most of the message; pronunciation and enunciation are so unclear that you cannot understand most of the message.		

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	<b>Proficient 3 points</b>	<b>Apprentice 2 points</b>	<b>Novice 1 point</b>	<b>Incorrect or No Attempt 0 points</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Organization</b>	The message is overtly organized; speaker helps you understand the sequence and relationships of ideas by using organizational aids such as announcing the topic, previewing the organization, using transitions, and summarizing.	The message is organized; no difficulty understanding the sequence and relationships among the ideas in the message; no need to make assumptions about the sequence and relationships of ideas; ideas in message are in an outline.	The organization of the message is mixed up; it appears random or rambling; difficulty in understanding the sequence and relationships among the ideas in the message; needs some assumptions about the sequence and relationship of idea; ideas in the message can not be put into an outline.	The message is so disorganized most of it cannot be understand		
<b>Comments:</b>				<b>Total Points</b>		

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**Presentation Rubric**

**Objective: To develop questioning, reasoning, oral advocacy skills**

	<b>Proficient 3 points</b>	<b>Apprentice 2 points</b>	<b>Novice 1 point</b>	<b>Incorrect or No Attempt 0 points</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Organization</b>	Presents information in logical, interesting sequence which audience can follow.	Presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because student moves from idea to idea.	Audience cannot understand presentation because there is no sequence of information.		
<b>Content Knowledge</b>	Demonstrates full knowledge (more than required) with explanations and elaboration.	Student is at ease with content, but fails to elaborate.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Does not have a grasp of information; cannot answer questions about subject.		
<b>Visuals</b>	Used visuals to reinforce screen text and presentation.	Visuals related to text and presentation.	Occasional used visuals that rarely support text and presentation.	Used no visuals.		
<b>Mechanics</b>	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation had four or more grammatical errors.		
<b>Delivery</b>	Used a clear voice and correct, precise pronunciation of terms.	Voice is clear, pronounces most words correctly.	Incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience to hear.		
<b>Comments:</b>				<b>Total Points</b>		

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<b>Persuasive Writing Rubric</b>						
<b>Objective: To communicate effectively through speaking and writing.</b>						
	<b>Proficient 3 points</b>	<b>Apprentice 2 points</b>	<b>Novice 1 point</b>	<b>Incorrect or No Attempt 0 points</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Position Statement</b>	Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated.	Position is clearly stated and consistently maintained. References to the issue(s) at hand are missing.	Very little movement or descriptive gestures.	Statement of position cannot be determined.		
<b>Supporting Information</b>	Evidence clearly supports the position; evidence is sufficient.	Evidence clearly supports the position; but there is not enough evidence.	Argument is supported by limited evidence.	Evidence is unrelated to argument.		
<b>Organization</b>	Structure of work is clearly developed.	Structure developed reasonably well, but lacks clarity.	Some attempt to structure the argument has been made, but the structure is poorly developed.	There is a total lack of structure.		
<b>Tone Of Statement</b>	Tone is consistent and enhances persuasiveness.	Tone enhances persuasiveness, but there are inconsistencies.	Tones does not contribute to persuasiveness.	Tone is inappropriate to purpose.		
<b>Sentence Structure</b>	Sentence structure is correct.	Sentence structure is generally correct. Some awkward sentences do appear.	Work contains structural weaknesses and grammatical errors.	Work pays little attention to proper sentence structure.		
<b>Punctuation &amp; Capitalization</b>	Punctuation and capitalization are correct.	There is one error in punctuation and/or capitalization.	There are two or three errors in punctuation and/or capitalization.	There are four or more errors in punctuation and/or capitalization.		
<b>Comments:</b>				<b>Total Points</b>		

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<b>Analyzing Primary Source Rubric</b>						
<b>Objective: To analyze primary sources</b>						
	<b>Proficient 3 points</b>	<b>Apprentice 2 points</b>	<b>Novice 1 point</b>	<b>Incorrect or No Attempt 0 points</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Document</b>	Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author; compares and contracts author's point of view with view of others	Offers accurate analysis of the document	Demonstrates only minimal understanding of the document	Fact from the document		
<b>Knowledge of Historical Content</b>	Shows evidence of thorough knowledge of period in which source was written; relates primary sources to specific historical content in historical content in which it was written.	Uses previous general historical knowledge to examine issues included in document	Limited use of previous historical knowledge without complete accuracy	Barely indicates any previous historical knowledge		
<b>Identification of Key Issues/ Main points</b>	Identifies the key issues and main points included in the primary source;	Uses previous general historical knowledge to examine issues included in document.	Limited uses of previous historical knowledge without complete accuracy	Barely indicates any previous historical knowledge		
<b>Resources</b>	Uses several outside resources in addition to primary sources	Uses 1-2 outside resources in addition to primary sources	Relies heavily on he material/information provided	Barely indicates any previous historical knowledge.		
<b>Comments:</b>				<b>Total Points</b>		

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<b>History/Social Studies Rubric</b>						
<b>Objective: To be able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.</b>						
	<b>Proficient: 3</b>	<b>Apprentice: 2</b>	<b>Novice: 1</b>	<b>Incorrect or No Attempt: 0</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Holistic</b>	Completes all important components of the task and communicates ideas clearly; demonstrates in-depth understanding of the relevant concepts and/or processes where appropriate; chooses more efficient and/or sophisticated processes where appropriate; offers interpretations or extensions (generalizations, applications, analogies).	Completes most important components of the task and communicates clearly; demonstrates understanding of major concepts even though he/she overlooks or misunderstands less important ideas or details.	Completes some important components of the task and communicates those clearly; demonstrates that there are gaps in his/her conceptual understanding.	Minimal understanding; unable to generate strategy or answer may display only recall; answer lacks clear communication; answer may be totally incorrect or irrelevant; or no response		
<b>Prior Knowledge</b> This is a measure of the extent to which students incorporate into their essays relevant concrete information that is not mentioned in the speeches. This type of information may include pieces of legislation, court decisions, names of people, places or events, and general information about the period.	Shows evidence of through knowledge of period in which source was written; relates primary sources to specific historical content in historical content in which it was written.	Uses previous general historical knowledge to examine issues included in document	Limited use of previous historical knowledge without complete accuracy	Barely indicates any previous historical knowledge		
<b>Identification of Key Issues/ Main points</b>	Identifies the key issues and main points included in the primary source;	Uses previous general historical knowledge to examine issues included in document.	Limited uses of previous historical knowledge without complete accuracy	Barely indicates any previous historical knowledge		
<b>Resources</b>	Uses several outside resources in addition to primary sources	Uses 1-2 outside resources in addition to primary sources	Relies heavily on he material/information provided	Barely indicates any previous historical knowledge.		

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	<b>Proficient: 3</b>	<b>Apprentice: 2</b>	<b>Novice: 1</b>	<b>Incorrect or No Attempt: 0</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Group &amp; Collaborative Learning</b>	Almost all students enthusiastically participate Responsibility for task is shared Reflect awareness of others' views and opinions and include references to other opinions or alternatives in presentation and answers; questions and answers illustrate forethought and preparation	Students show adeptness in interacting ; at least 3/4 students actively participate; lively discussion centers on the task	Some ability to interact; at least half the students confer or present ideas; attentive reading of documents and listening; some evidence of discussion of alternatives	Strong or exclusive reliance on spokespersons; only one or two persons actively participate; sporadic or little interaction; very brief conversation or not entirely centered on topic; some students are disinterested or distracted		
<b>Critical Thinking Skills</b>	Demonstrates a clear, accurate understanding of the scope of the problem and the ramifications of the issues involved; employs all information from the documents and extensive personal knowledge that is factually relevant, accurate, and consistent in the development of a position; bases conclusion on a thorough examination of the evidence	Demonstrates clear understanding of scope of problem and at least two central issues; uses the main points of information from the documents and personal knowledge that is relevant and consistent in developing a position; builds conclusion on examination of information and some consideration of consequences	Demonstrates a general understanding of scope of problem and more than one of the issues involved; employs the main points of information from the documents and at least the general idea from personal knowledge to develop a position; builds conclusion on examination of information and some consideration of consequences	Demonstrates limited or understanding of scope of problem; focuses on a single issue. Employs only the information provided; may include opinion as well as fact in developing a position; sates conclusion after limited examination of evidence with little concern for consequences		
<b>Knowledge and Use of History</b>	Offers accurate analysis of the information and issue; provides a variety of facts to explore major and minor issues and concepts involved; extensively uses previous historical knowledge to provide an in-depth understanding of the problem and to relate it to past and possible future situations.	Offers accurate analysis of the documents; provides facts to relate to the major issues involved; uses previous general historical knowledge to examine issues involved	Relates only major facts to the basic issues with a fair degree of accuracy; analyzes information to explain at least one issue or concept with substantive support; uses general ideas from previous historical knowledge with fair degree of accuracy	Provides only basic facts with only some degree of accuracy; refers to information to explain at least one issue or concept in general terms; limited use of previous historical knowledge without complete accuracy; major reliance on information provided		
<b>Comments:</b>				<b>Total Points</b>		

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**National Social Studies Standards  
Social Studies Learning Standard 5: Civics, Citizenship, and Government**

Key Idea I: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.