

EVALUATOR			
SCHOOL NAME/ TEACHER			
GROUP	CRITERIA FOR EVALUATION	RATING	COMMENTS
1	<b>Understanding of the Problem</b> <ul style="list-style-type: none"> <li>States and explains the problem and its causes and presents evidence that there is a problem</li> <li>Demonstrates an understanding of issue(s) involved in the problem</li> <li>Demonstrates an understanding of existing or proposed public policies</li> <li>Explains disagreements about the problem that may exist in the community</li> <li>Explains why government should be involved in the solution</li> </ul>		
2	<b>Analysis of Alternative Policies</b> <ul style="list-style-type: none"> <li>Presents two or three alternative public policies to address the problem</li> <li>Explains advantages and disadvantages of each alternative policy presented</li> <li>Identifies controversies and conflicts that need to be addressed for each alternative</li> </ul>		
3	<b>Public Policy Development and Persuasiveness</b> <ul style="list-style-type: none"> <li>States a public policy that addresses the problem and identifies the government branch or agency responsible for enacting their proposed public policy</li> <li>Supports their proposed public policy with reasoning and evidence</li> <li>Identifies and explains advantages and disadvantages of their proposed public policy</li> <li>Explains and gives supporting information for why their proposed public policy is constitutional</li> </ul>		
4	<b>Implementation of an Action Plan</b> <ul style="list-style-type: none"> <li>Identifies individuals and groups, both supporters and opponents, who will need to be influenced</li> <li>Identifies government officials, both supporters and opponents, who will need to be influenced</li> <li>Outlines and explains an action process for getting their proposed public policy enacted</li> <li>Proposes action that builds and expands on evidence presented in previous panels</li> </ul>		
OVERALL HEARING	<b>Extent to Which the Entire Presentation</b> <ul style="list-style-type: none"> <li>Constructs a clear and convincing sequence from one group to the next</li> <li>Uses and documents research from multiple sources and makes reference to sources and research evidence they used</li> <li>References relevant and appropriate graphics and written information</li> <li>Uses relevant and appropriate graphics and written information</li> <li>Uses standards of good oral presentation (pace, projection, articulation, poise, eye contact)</li> <li>Shares speaking responsibility while making the presentation</li> <li>Includes evidence of reflection that states what the students learned</li> </ul>		
<b>TOTAL POINTS AWARDED</b>			