

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