**Secretary of Education Essay Challenge**

**Prompt: *Describe ways in which the First Amendment protects or promotes engaged citizenship***

|  | **4** | **3** | **2** | **1** | **NOT OBSERVED/ COMMENTS** |
| --- | --- | --- | --- | --- | --- |
| **RELATIONSHIP TO THE FIRST AMENDMENT**  **#1** | * Provides a clear, focused thesis and a well-defined position related to the First Amendment. * Provides an effective conclusion. * Uses relevant content vocabulary that demonstrates an in-depth understanding of the prompt. | * Provides a clear thesis and identified position related to the First Amendment, with some minor digressions. * A somewhat effective conclusion, may restate the problem. * Includes relevant vocabulary that demonstrates an understanding of the prompt. | * Introduction may include a thesis position but is unclear how it relates to the First Amendment. * Conclusion merely restates the thesis. * Restates or uses vocabulary from the prompt; shows basic understanding with possible errors. | * No introduction and no thesis. * Lack of connection to the First Amendment. * Does not include a conclusion. * Includes vocabulary, but understanding is limited, irrelevant or inaccurate. |  |
| **CITIZENSHIP #2** | * Makes significant connections to explain specific rights and responsibilities of citizens significant to a case or issue related to engaged citizenship. * Identifies limitations on particular rights or tensions between different rights. | • Provides a basic explanation of rights and responsibilities of citizens offering specific examples related to engaged citizenship. | • Identifies a specific right and a specific responsibility of citizens related to engaged citizenship. | • Mentions specific rights or responsibilities of citizens but does not connect it to engaged citizenship. |  |
| **SOURCES AND EVIDENCE #3** | * Makes significant and specific connections between multiple sources to explain or make an argument. * Thoughtfully selects evidence that is relevant and consistently supports the explanation, argument or claim. | * Makes a connection between multiple sources to explain or make an argument. * Explains evidence to support the explanation, argument or claim. | * Identifies or lists information from sources. * Provides evidence that is limited in supporting the argument or explanation. | * Includes information or quotes from one source to explain or make an argument * Includes evidence, but it is not relevant to the explanation, argument or claim. |  |
| **USAGE**  **MECHANICS**  **AND**  **FORMATTING**  **#4** | * Consistent control of usage, grammar, and spelling. * Provides correct citations. | * Reasonable control of usage, grammar, and spelling. * Provides citations with minor errors. | * Inconsistent control of usage, grammar, and spelling. * Incomplete or inaccurate citations. | * Little/no control of usage, grammar, and spelling. * Little formatting of citations or citations not included. |  |
| **Optional:** | | | | |  |
| **PERSPECTIVE**  **AND**  **POINT OF VIEW** | * Specifies and thoroughly explains different historical, cultural, and/or political perspectives. * Thoughtfully expresses and maintains a specific point of view. | * Explained different historical, cultural, and/or political perspectives. * Point of view may shift occasionally. | * Identified different perspectives. * Shifts in point of view. | * Identified a point of view or perspective. * No point of view expressed. |  |

SCORE SHEET

| **READER #1 Score:\_\_\_\_\_\_** |
| --- |
| **Comments** |

| **READER #2 Score:\_\_\_\_\_** |
| --- |
| **Comments:** |

**TOTAL SCORE: \_\_\_\_\_\_\_\_\_\_\_\_**