**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** |
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| **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.
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| **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.
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| **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.
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| **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.
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SCORE SHEET

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

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

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