**Social Action Project and Presentation Rubric**

**Family and Gender Studies 11/12**

**Mz. Hope**

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|  | **Exceeds Expectations** | **Fully meets expectations** | **Approaching expectations** | **Does not meet expectations** |
| **What is the problem?** | Student has identified a pertinent, current social issue to explore and demonstrates a mature insight into the problem. | Student has identified a relevant social issue and demonstrates an age appropriate level of engagement. | Student has either chosen a relevant topic but may not show age appropriate engagement, or has chosen a topic they cannot fully define as a social issue.  | Student has not demonstrated an understanding of the social issue or has chosen a topic that does not relate to the assignment.  |
| **Possible obstacles?** | Student demonstrates an outstanding degree of thoughtfulness, empathy, and foresight into possible obstacles in either facing the issue or solving it, for both themselves and the community. | Student can identify several (3) possible obstacles to both addressing the social issue as an individual AND the obstacles the community members involved may face.  | Student addresses possible obstacles for EITHER themselves as an individual, or the community members involved, but not both.  | Student cannot identify the obstacles faced by the community members, or those they may encounter as a student.  |
| **Possible solutions?** | Student has shown an exceptional level of research showing a wide range of actions taken by activists/ members in order to address the social issue.  | Student can demonstrate a range of possible solutions to the social issue.  | Student can identify a limited number of possible solutions to the problem.  | Student cannot address the possible solutions.  |
| **How I got involved** | Student shows an outstanding level of commitment to the project and has spent an extraordinary amount of time invested in the process.  | Student became involved in an appropriate manner and with an appropriate time commitment to the the project.  | Student shows a minimal level of involvement or initiative. Student may have struggled with time management or relied heavily upon others for organization.  | Student did not become personally invested in the social issue.  |
| **Documentation: statistics, evidence.** | Student shows a wide range of evidence to support the explanation of the issue and the consequences to society.  | Student can provide some evidence in terms of statistics or research into the consequences of the social issue.  | Student provides vague support to show the consequences of the social issue.  | Student did not provide reliable evidence.  |
| **Reflection** | Outstanding and insightful.  | Meaningful to the student.  | Adequate but lacking impact.  | Reflection does not reveal student’s learning.  |
| **Answering questions** | Student can confidently answer class questions, further demonstrating their engagement level.  | Student can adequately answer class questions.  | Student does not appear comfortable answering questions without advanced prompting.  | Student cannot answer class questions.  |