**Perry Service Learning Pre-Assessment & Rubric**

The following prioritized Social Studies power objectives represent the scope of the course’s core knowledge to be assessed:

* Identify the causes of oppression against minority groups and analyze how organizations respond.
* Engage in active citizenship by identifying problems, proposing solutions, formulating action plans, and assessing the positive and negative results of actions taken.
* Understand that citizens have a responsibility to participate in a democracy or the democracy may cease to exist.

The following ELA/SS/Literacy power objectives represent the scope of PSL’s core knowledge to be assessed:

**P.O.8 Understand that citizens have a responsibility to participate in a democracy or the democracy may cease to exist  
  
P.O.1 Read to infer/interpret and cite text evidence (R)  
*RL/RI.11-12.1*** *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.* ***RI.11-12.2*** *Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.*  ***RI.11-12.3*** *Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text****Reading Standards for Literacy in History/Social Studies 2****. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.*

**P.O. 3 Integrate ideas from diverse media formats to evaluate arguments and resolve conflicting views (R)*****RI.11-12.7*** *Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.****Reading Standards for Literacy in History/Social Studies 7.***Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.

**P.O. 4 Read and comprehend complex literary and informational texts independently and proficiently.(R.11-12.4) (R)  
*RL/RI.11-12.10***  *By the end of grade 12, read and comprehend literature, including stories, dramas, poems, and literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.****Reading Standards for Literacy in History/Social Studies 10.***By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text-complexity band independently and proficiently.

**P.O. 5 Write arguments to support claims in an analysis of topics or texts** (**P)**  
***W.11-12.1.a*** *Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.*  
***W.11-12.1.b*** *Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.*  
***W.11-12.1.c*** *Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.*  
***W.11-12.1.d*** *Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.*  
***W.11-12.1.e*** *Provide a concluding statement or section that follows from and supports the argument presented.*  
***W.11-12.4*** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*  
***L.11-12.1*** *Demonstrate command of the conventions of standard English grammar and usage when writing.*  
***L.11-12.2*** *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (e.g., observe hyphenation conventions, spell correctly).*  
***L.11-12.3*** *Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.****Writing Standards for Literacy in History/Social Studies 1***. Write arguments focused on *discipline-specific content.*

**P. O. 8 Conduct short research project to answer a question (R)  
*W.11-12.8*** *Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.*  ***W.11-12.9*** *Draw evidence from literary or informational texts to support analysis, reflection, and research.****Writing Standards for Literacy in History/Social Studies 7*.**Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Part One: Extended Response Question**

The Issue: *Both individuals and government and non-governmental organizations and systems sometimes neglect their responsibility to stand up to acts of oppression and work for justice.*

Prompt: Tell us about a time you witnessed an act of oppression toward a minority or minority group (i.e. racial and ethnic minorities, gender and sexuality minorities, religious minorities, age minorities, people with disabilities, economic minorities, etc.).

* In what way(s) might this be a problem?
* What are some possible causes of this problem?
* Evaluate your response or the response of others
* What are the strengths and limitations of these possible solutions to this problem?

**Part Two: Argument Synthesis Question**

Prompt: After reading the three texts provided, construct an argument synthesis for **what it means to be a justice oriented citizen**. Develop your claims and counterclaims using multiple arguments and references to the sources provided, along with formal citations. You may also include additional relevant research or personal experiences to support your argument. Your response should be formal and complete.

Resources*:*

George H.W. Bush’s [Inaugural Address](http://weebly-file/1/5/8/8/15887170/bush_inaugural_address_1989.docx) (1989)   
Dr. Martin Luther King, Jr.'s "[Letter from a Birmingham Jail](http://weebly-file/1/5/8/8/15887170/letter_birmingham_jail.pdf)" (1963)   
Bertolt Brecht's "[A Bed for the Night](http://weebly-file/1/5/8/8/15887170/a-bed-for-the-night.pdf)"

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| **Part One: PSL Problem Solving and Civic Engagement Rubric** | | | | |
| ELEMENT | L E V E L S O F P E R F O R M A N C E | | | |
| Not Met | In Progress | Proficient | Advanced |
| Identify problems | no problem analysis; does not view the issue as a problem; answer given does not address problems | defines problem in terms of individual mental state, behavior, or characteristics; defines problem in terms of broader social group (family, nation, culture) | defines problem in terms of broader system (political, economic, social) with thorough explanation; both systemic and individual mentioned but not developed | defines problem both in terms of individuals and systems with thorough explanation that includes causal connections between the systemic and individual |
| Causal analysis | does not identify a cause; does not think there is a cause; gives an answer that does not answer the question about cause | attributes problem to individual mental state, behavior, or characteristics; attributes problem to broader social group (family, nation, culture) | identifies systemic cause (i.e. political, economic, social) with explanation of why it led to problem; both systemic and individual causes mentioned but not developed | identifies both individual and systemic causes with thorough explanation that includes causal connections between the systemic and individual |
| Propose  solutions | no solution proposed; does not feel a solution is needed; gives an answer that does not answer the question | proposes solution focused on individual mental state, behavior, or difference in how people respond to situations; proposes solution focused on individuals as members of a social group (family, nation, culture) | proposes systemic solution (i.e. political, economic, social) with explanation of why or how the system should be changed; both systemic and individual solutions mentioned but not developed | proposes both individual and systemic solution with thorough explanation that includes causal connections between the systemic and individual |
| Assess actions taken | no solution analysis; does not think there are strengths or limitations; answer given does not address strengths or limitations | analyzes strengths or limitations of solution in terms of individual mental state/behavior/characteristics or in terms of broader social group (i.e. family, nation, cultural group) | analyzes strengths or limitations of solution in terms of broader system (i.e. political, economic, social); both systemic and individual mentioned but not developed | analyzes strengths or limitations of solution in terms of both individuals and systems with thorough explanation that includes causal connections between the systemic and individual |
| Understanding of civic duty | Unaware of civic responsibilities. | Recognizes at least one category of democratic citizenship (personally responsible, participatory, or transformative) | Able to explain at least two categories of democratic citizenship (personally responsible, participatory, and/or transformative). | Able to explain the three categories of democratic citizenship (personally responsible, participatory, and transformative). |
| Propensity for civic engagement | Unable to identify community need(s). Has tried civic activities but does not reflect an internalized understanding of its aims or effect nor expresses commitment to future action. | Low: Identifies community need(s). Has clearly participated in civic action and does begin to reflect or describe how these actions benefit individual(s) or communities. | Medium: Can identify and evaluate community needs. Demonstrates experience and some leadership with civic action, with some degree of reflection about its aims and accomplishments. | High: Can identify and evaluate community needs and articulate the impact of actions taken. Demonstrates ability to participate in and lead complex civic action, with sophisticated reflection about its aims and accomplishments. |

*Adapted from Problem-Solving Analysis Protocol (P-SAP) and AAC&U’s Problem Solving and Civic Engagement VALUE Rubric*

Extended Response Scoring: Student responses will be measured utilizing a rubric adapted from The Problem-Solving Analysis Protocol (P-SAP) and the Association of American Colleges and Universities’ Problem Solving and Civic Engagement VALUE Rubric. P-SAP is a direct measure that uses open-ended problems to assess critical analysis and was developed specifically for service-learning. The AAC&U’s Problem Solving and Civic Engagement VALUE Rubric enables the reviewer to assess the tangible growth of the student’s level of civic engagement as evidenced by his or her ability to articulate the knowledge, skills, and habits used for active participation in and positive influence on the community. Multiple artifacts may be utilized to assess this, including written reflections and portfolio artifacts that document the student’s work in a variety of civic engagement avenues.

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| **Part Two: PSL - Argument Synthesis Rubric - Summative Assessment** | | | | |
| ELEMENT | L E V E L S O F P E R F O R M A N C E | | | |
| **Not Met** | **In Progress** | **Proficient** | **Advanced** |
| **Understanding of Civic Duty** | Author is unable to explain the three categories of democratic citizenship (personally responsible, participatory, and justice-oriented). | Author explains one of the three categories of democratic citizenship (personally responsible, participatory, and justice-oriented). | Author explains two of the three categories of democratic citizenship (personally responsible, participatory, and justice-oriented). | Author explains all three categories of democratic citizenship (personally responsible, participatory, and justice-oriented). |
| **Thesis, Purpose, and Significance** | Thesis is not argumentative  Thesis does not respond to assignment or reflect author’s purpose clearly  Essay’s purpose is unclear  Significance of the problem addressed not given clearly | Thesis attempts to be argumentative  Thesis responds to assignment and reflect author’s purpose but lacks clarity  Essay’s purpose is somewhat clear, but lacks originality and independent thought  Author gives reader some sense of the significance of the problem addressed | Thesis is argumentative  Thesis responds to assignment and reflects author’s purpose  Essay’s purpose is clear, but could use a little more originality and independent thought  Author gives reader good sense of the significance of the problem addressed | Thesis is not only argumentative, but is also “surprising” or “risky”  Thesis responds to assignment clearly and reflects author’s purpose  Essay’s purpose is clear, shows a high degree of originality and/or independent thought  Significance of the problem addressed is given clearly and compellingly, with a high degree of originality |
| **Argumentation and Rhetorical Strategies** | Claims and ideas are underdeveloped  Claims are ideas are unsupported  Author does not anticipate objections  Author does not acknowledge other viewpoints | Claims and ideas are developed somewhat logically  Claims have some support/evidence/reasoning  Author attempts to acknowledge another viewpoint  Author anticipates some objections, but somewhat unclearly and ineffectively | Claims and ideas are developed logically  Claims are supported with a good amount of evidence and sound reasoning  Author acknowledges another viewpoint  Author anticipates some objections to his/her own position effectively | Claims and ideas are developed logically and thoroughly  Claims are supported through significant relevant evidence and sound, thorough reasoning  Author acknowledges multiple viewpoints  Author anticipates objections effectively |
| **Text Analysis and Usage** | Author’s summaries of texts inadequate or inaccurate  Author’s reading of texts inaccurate  Author’s reading of texts is uncritical  Texts are not synthesized into conversation with one another and with the author’s ideas | Author summarizes or paraphrases some, but not all, texts used  Author’s reading of texts is somewhat accurate  Author’s reading of text could be more critical/analytical  Texts are somewhat synthesized into conversation with one another and with the ideas of the author | Author accurately summarizes or paraphrases texts used  Author’s reading of texts is accurate  Author’s reading of texts is somewhat critical/analytical  Texts are synthesized into conversation with one another and with the ideas of the author fairly well | Author accurately and thoroughly summarizes or paraphrases texts used  Author demonstrates ability to read texts accurately and comprehensively  Author demonstrates ability to read texts critically/analytically  Texts are synthesized into conversation with one another and with ideas of the author thoroughly and effectively |
| **Style and Voice** | Style and voice inappropriate or do not address given audience, purpose, etc.  Style and voice do not show originality or creativity  Word choice is excessively redundant, clichéd, and unspecific  Sentences are very unclear | Style and voice somewhat appropriate to given audience, purpose, genre, and claims  Style and voice show limited originality and creativity  Word choice is often unspecific, generic, redundant, and clichéd  Sentences are somewhat unclear; excessive use of passive voice | Style and voice appropriate to the given audience, purpose, genre, and claims  Style and voice show some originality and creativity  Word choice is specific and purposeful, and somewhat varied throughout essay  Sentences are mostly clear, active (SVO), and to the point | Style and voice are highly appropriate to the given audience, purpose, genre, and claims,  Style and voice show originality and creativity  Word choice is specific, purposeful, dynamic, and varied throughout essay  Sentences are clear, active (Subject – Verb – Object), and to the point |
| **Presentation and Organization** | Topic sentences unclear or non-existent, and transitions fail to indicate relationships between paragraphs  Organization of paragraphs illogical and distracting  Paper is full of grammatical and mechanical errors  Often fails to conform to MLA rules for formatting and citation of sources | Topic sentences do not consistently reflect paragraph content, and transitions sometimes do not indicate relationships between paragraphs  Organization of paragraphs is sometimes logical, but sometimes illogical and somewhat distracting  Grammatical or mechanical errors distract somewhat from reading  Conforms to MLA rules for formatting and citation of sources with several, somewhat major, exceptions | Topic sentences reflect most paragraph content but may not contribute to overall unity of essay, and transitions indicate relationships between paragraphs  Overall organization of paragraphs is mostly logical and purposeful  Grammatical or mechanical errors exist, but not enough to distract from reading  Conforms to MLA rules for formatting and citation of sources with minor exceptions | Topic sentences identify paragraphs’ purposes, reflect their content and contribute to overall unity of essay, and transitions indicate relationships between not only paragraphs, but ideas  Overall organization of paragraphs is logical and purposeful  The essay is free from grammatical or mechanical errors  Conforms to MLA rules for formatting and citation of sources perfectly |