

RUBRIC FOR THREE-LEVEL READING GUIDE

(Can be used as a peer or teacher guide)

EXCEPTIONAL ✓ +	AVERAGE ✓	NEEDS IMPROVEMENT ✓ -
<p>Student chose to agree with statements that were true and disagreed with incorrect statements. Students supported all of the statements with valid quotations, phrases, and words from the trial document.</p>	<p>Student missed 1-2 statements and misidentified them as true or false. Students attempted to support all statements with valid quotations, phrases, and words from the trial document. There may be 1-2 words/phrases that do not provide the necessary evidence, but overall, the student was thorough.</p>	<p>Student missed three or more statements and misidentified them as true or false. The student provides few to no words, phrases to support each statement. It appears as if the student did not examine the trial notes and/or guessed at the evidence.</p>

TRIAL RUBRIC: LAWYER

Expectations (adapted from high school mock trial guidelines)	EXCELLENT (A)	STRONG (B)	AVERAGE (C)	NEEDS IMPROVEMENT (D)
All members of the team contribute, listen and respect each other.				
Student develops questions for their own witness (direct) that indicate a clear understanding of the case and how it should be proved.				
Delivery of questions on direct and/or cross is clear and concise, with minimal reliance on notes.				
Student speaks clearly and loudly enough to be heard throughout the room.				
Student directs comments to the appropriate audience; including judge, jury or witness, with good eye contact.				
Student exhibits appropriate courtroom decorum and respect for all parties in the trial, including opposing counsel and witnesses.				
Statements are organized into thoughtful and methodical presentations, including closing.				
Appropriate question limits are followed.				

TRIAL RUBRIC: WITNESS

Expectations (adapted from high school mock trial guidelines)	EXCELLENT (A)	STRONG (B)	AVERAGE (C)	NEEDS IMPROVEMENT (D)
Students are familiar with their witness statement and any additional information provided in the mock trial packet that is relevant to the case at hand.				
Student understands that they must respond accurately, within the information in their witness statement, to questions asked by mock trial attorneys.				
Student speaks clearly and loudly enough to be heard throughout the room.				
Student directs comments to the appropriate audience; including judge, jury or witness, with good eye contact.				
Student exhibits appropriate courtroom decorum and respect for all parties in the trial, including opposing counsel and witnesses.				
Student portrays the witness in a convincing manner.				
Student can perform the role of witness without use of notes.				

TRIAL RUBRIC: JUDGE

Expectations (adapted from high school mock trial guidelines)	EXCELLENT (A)	STRONG (B)	AVERAGE (C)	NEEDS IMPROVEMENT (D)
Shows a clear understanding of the mock trial rules of procedure.				
Understands the steps in the trial and maintains order throughout the trial.				
Understands that participants are limited to the materials provided in the mock trial packet. If arguments, statements, or questions become unsubstantial, the judge maintains the right to hold witnesses, lawyers, jurors/reporters in contempt.				
Appropriate time and question limits are followed. If a witness or lawyer is not responding, the judge reserves the right to move on with warning.				
Student exhibits appropriate courtroom decorum and respect for all parties in the trial				
Is fair to both sides of the court and allows jurors to make the decision. Is able to explain why he/she agrees with jurors decision at the end of the trial.				

TRIAL RUBRIC: REPORTER/JUROR

Expectations (adapted from high school mock trial guidelines)	EXCELLENT (A)	STRONG (B)	AVERAGE (C)	NEEDS IMPROVEMENT (D)
Use appropriate information when recording notes and indicate that they listened and understood opposing arguments.				
Student comprehends the various statements of fact and provides an accurate synopsis of trial in notes.				
Analyzes the performance of each witness in their notes in addition to summarizing details.				
Student exhibits appropriate courtroom decorum and respect for all parties in the trial. Avoids disruptions completely.				
Explains in writing (and verbally, if time) why he/she decided to SILENCE or FREE Mother Jones.				

**LETTER PRAISING OR CONDEMNING THE WORK OF MOTHER JONES
IMAGE TO SYMBOLIZE HER AS “DANGEROUS” or an “ANGEL”**

Content	Exemplary (A)	Accomplished (B)	Developing (C)	Beginning (D/F)
Identifies viewpoint as MINER, LABOR LEADER, BOSS, GOVERNMENT OFFICIAL, or CHILD WORKER and maintains organized argument throughout the letter.	Stance for or against Mother Jones is clear depending on viewpoint. The student chooses more than three significant themes that “praise” or “condemn” Mother Jones.	Stance for or against Mother Jones is clear depending on viewpoint. The student chooses at least three themes to “praise” or “condemn” Mother Jones.	Stance for or against Mother Jones is clear depending on viewpoint. The student chooses at least two themes to “praise” or “condemn” Mother Jones.	Stance for or against Mother Jones is unclear; viewpoint may or may not be identified. The student may use one theme to “praise” or “condemn.”
Evidence clearly “praises” or “condemns” Mother Jones	Accurate description of three or more significant events discussed in the trial.	Accurate description of at least three significant events from trial.	Accurate description of at least two significant events from trial.	Accurate description of at least one significant event from trial.
Significance of Mother Jones is clear: Either she is being “thanked” or “questioned”	Clearly convinces reader that Mother Jones should be praised or condemned; summarizes her accomplishments	Gives valid argument why Mother Jones should be praised or condemned; summarizes part of her life	Gives at least one reason why Mother Jones should be praised or condemned.	Unclear whether Mother Jones is being praised or condemned.
Symbol of Mother Jones as “dangerous” or “angel”; supports letter	Creative portrayal of Mother Jones using at least two complex symbols: “Dangerous” or “angel?”	Uses at least one complex symbol to portray Jones as “Dangerous” or “angel?”	Portrays Mother Jones in simple symbols.	No symbols and/or pictures provided. Unclear symbolism.