

## LSN CURRENT EVENT RUBRIC

### Level 4

50 Points

The two paragraphs: Summary paragraph (author's perspective and What I Feel section (student's perspective) **SHOWS UNDERSTANDING** of the article and **CONNECTS** to the **LSN objectives**. The response is **insightful, integrates knowledge, and demonstrates powerful application**.

- The application **shows powerful evidence** of higher order thinking skills.
- Concepts are accurate and **well supported** by examples/quotes, explaining examples/quotes, and identifying why the examples/quotes are important.
- Thesis statement connects to the author's perspective.
- Response provides clear and effective connection with LSN curriculum (example vocabulary, principles of government, and Constitution - Preamble & Amendments).
- Identifies the concepts of Progress vs. Equity **and incorporates ISPICE concepts**.
- Author's perspective is identified and clearly stated (using IREAD principles).

### Level 3

40 Points

The two paragraphs: Summary paragraph (author's perspective and What I Feel section (student's perspective) shows **SOME UNDERSTANDING** of the article and **CONNECTS** to the **LSN objectives**. The response includes appropriate application that demonstrates evidence of higher order thinking skills.

- The application **shows some evidence** of higher order thinking skills.
- Concepts are accurate and supported by examples/quotes, explaining examples/quotes, and identifying why the examples/quotes are important.
- Thesis statement connects to the author's perspective.
- There are no interfering misconceptions.
- The response **may not develop all parts equally** when connecting the LSN curriculum to the article.
- Identifies progress and equity **without incorporating ISPICE concepts**.
- Author's perspective is **some what identified** (using IREAD principles).

OBSERVATION: The response answers the question of HOW IT CONNECTS or the SO WHAT part of a response. Possible strategies to obtain HOTS are:

Using cause & effect	Applying analysis & evaluation	Comparing & contrasting
Weighing & balancing competing interests.	Applying relevant knowledge from related fields of history, <b>current events</b> , etc.	Including an analogy that illuminates the knowledge

Applying 3 the components above to support your answer will have good foundation of knowledge and builds the sides of the house with HOTS as support.

## Level 2

**30 Points**

The two paragraphs: Summary paragraph (author's perspective and What I Feel section (student's perspective) shows **SOME KNOWLEDGE of the article but DOES NOT CONNECT to the LSN objectives**. The response **shows knowledge** of the article and is acceptable with **some** key ideas, but **does not connect examples with higher order thinking skills**. The response **shows little to no evidence** of application of Higher Order Thinking Skills (HOTS).

- The response includes some basic ideas.
- The response provides little or no support.
- There are minimal misconceptions.
- Does not clearly show the connection between the article and the LSN objectives.
- Author's/students perspective was not clearly discussed.

## Level 1

**20 Points**

The two paragraphs: Summary paragraph (author's perspective and What I Feel section (student's perspective) **SHOWS MINIMAL KNOWLEDGE** of the article and **DOES NOT connect the article to the LSN objectives, completed incorrectly or is irrelevant**. The response is related to the project, but it is inadequate.

- The response includes incomplete or fragmented ideas or knowledge.
- There may be significant misconceptions.
- Author's/student's perspective was not discussed.

## Level 0

**0 Points**

There is no summary/perspective or the article is passed off as the summary. There is no What I Feel section or the section is completely incorrect or irrelevant. There may be no response.

Knowledge and Understanding indicate the degree to which the response reflects a grasp of the article. The response indicates mastery that progresses from knowledge to understanding.