**Advanced Government Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Harkness Grading Rubric:** Green New Deal **Mr. Faulhaber  
  
  
DIRECTIONS: Read through each category and its criteria***. Complete either or both columns to give yourself an accurate grade.*   
  
In the LEFT column: Place a check plus next to those you completed in an exceptional manner, a check plus/check mark if it was only completed well, a check mark next to the criteria in which you completed okay, a check mark/check minus if it was completed okay but not great, a and a check minus that you completed but not very well, and place an X next to the criteria not completed at all.   
  
In the RIGHT column: Place the appropriate grade in the space to the immediate left of EACH criteria required by determining those areas you performed or were lacking and based upon the point value listed. Place a N/A or “not applicable next to any criterion not required for your specific role. Average the points together in place that score in the “your estimate” blank.   
 ***\*\*\*Remember, a perfect grade should reflect perfect work and only be used when the work done had no deficiencies & could not have been performed any better***.\*\*

* **PREPARATION AND RESEARCH (1-25):**

\_\_\_\_\_ \_\_\_\_\_Highlighted AND took notes in notebook or legal pad on the information from Green New Deal House Resolution 109

\_\_\_\_\_ \_\_\_\_\_Went to BRI’s Think the Vote Questions and read thorough the Reading Materials including the Washington Examiner, Boston Globe, etc.

\_\_\_\_\_ \_\_\_\_\_Reviewed links from Mr F’s Website and Took Notes to better understand the Green New Deal Including:

- "Green New Deal: Fact Versus Fiction" - Stossel in the Classroom (8:23 Minutes)   
      - NYT The Daily "The Daily: Promise and Peril of the Green New Deal" (25 Minutes)   
      - "The Green New Deal's Big Idea" - Article from The Atlantic  
    - "The Green New Deal, explained" - Vox:   
  - "What's the Deal with the Green New Deal?" - PragerU:

\_\_\_\_\_ \_\_\_\_\_Conducted research on your own to come into the Harkness with the necessary information to be participate including but not limited to the Following

- Talked with parent(s), guardian(s), and/or adult(s) in your life to gain a better understanding of the varying facets of the issue

- Discussed via phone or email with an interest group, government official, other experts on the focus topic  
 - Conducted research on your own based upon the questions you still have to be effective in deliberation

\_\_\_\_\_ \_\_\_\_\_Developed question for your peers and had specific ideas to address with your peers to ensure a successful Harkness

**Your Average** \_\_\_\_\_\_/25

* **CONTENT COVERED/PERSUASIVENESS/PARTICIPATION/OVERALL PERFORMANCE (1-10):**

\_\_\_\_\_ \_\_\_\_\_Refer to the reading to support your ideas.

\_\_\_\_\_ \_\_\_\_\_Provided evidence and Cited information from required prep during the Harkness  
\_\_\_\_\_ \_\_\_\_\_Made reference to individual research including data, state, etc found or anecdotes and opinions from parents, peers, etc   
\_\_\_\_\_ \_\_\_\_\_Arguments generated employed insight of the issue and were based more on research and **verifiable facts   
\_\_\_\_\_ \_\_\_\_\_**Kept ungrounded opinions (those that could not be substantiated and backed up by data/evidence to prove one’s case) out of discussion   
\_\_\_\_\_ \_\_\_\_\_Clearly outlined your position on the question proposed or asked Questions to develop a position   
\_\_\_\_\_ \_\_\_\_\_Got material across in a way that was informative and easily understood; use of anecdotes was to reinforce NOT as sole rationale for position

\_\_\_\_\_ \_\_\_\_\_Did not propagate lies or false truths and your peers are generally smarter for your participation  
\_\_\_\_\_ \_\_\_\_\_Did not simply echo the thoughts of others or make irrelevant comments just to fulfill participation

\_\_\_\_\_ \_\_\_\_\_Utilized ***clarification*** questions to gain information and/or When asked a question, showed ability to think on feet providing clear main arguments

\_\_\_\_\_ \_\_\_\_\_Was a **Frequent** Participant **but** did not hog the conversation   
\_\_\_\_\_ \_\_\_\_\_Performed to the best of your abilities and was an attribute, not detriment to this simulation  
\_\_\_\_\_ \_\_\_\_\_Felt good about my performance afterward and my role in the Harkness **Your Average** \_\_\_\_\_\_/10

* **RESPECTFUL/RESPONSIBLE BEHAVIOR (1-10):**

\_\_\_\_\_ \_\_\_\_\_Was not beholden to any pre-deliberation view and concentrated on what questions you had and what arguments you need to hear to change your mind.   
\_\_\_\_\_ \_\_\_\_\_Professional and Attentively listened by looking at speakers; Listened carefully to what others are saying.

\_\_\_\_\_ \_\_\_\_\_Followed proceedings- taking notes when necessary **(Attach your notes to this self-evaluation)**

\_\_\_\_\_ \_\_\_\_\_Was Respectful to Peers both verbally and through mannerisms; Avoided ad hominin attacks   
\_\_\_\_\_ \_\_\_\_\_Encouraged others to speak and/or Did not interrupt peers or tell them “they could not argue that”  
\_\_\_\_\_ \_\_\_\_\_Let others speak before we spoke again **(general rule to follow: at least 3 people spoke before I spoke again)**\_\_\_\_\_ \_\_\_\_\_Remained engaged and respectful when controversy arose;

\_\_\_\_\_ \_\_\_\_\_Tried to Understand and analyze what others were saying.

\_\_\_\_\_ \_\_\_\_\_Had a positive Attitude during Harkness and Played Well with Others **Your Average** \_\_\_\_\_\_/10

* **REFLECTION AND SELF-EVALUATION (1-05):**

\_\_\_\_\_ \_\_\_\_\_Read and followed direction when completing rubric: Placed the appropriate mark next to EACH category  
\_\_\_\_\_ \_\_\_\_\_Did not just use whole numbers and only gave yourself a 10 if your performance was PEFERCT and a model for future classes  
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with deep thought and provided honest feedback  
\_\_\_\_\_ \_\_\_\_\_Answered reflection questions with MINIMALLY three sentences for each question  **Your Average** \_\_\_\_\_\_/05

**TOTAL\_\_\_\_\_\_\_\_\_\_\_/50**

**REFLECTION QUESTIONS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** The Stanford experiment found that when educated citizens came together to share their opinion, polarization was reduced. The willingness to have open and robust discussions and not to be puritanical in your opinions is the best way to understand the totality of an issue. Spending time after such a discussion allows for permanency of that learning. Complete the following questions re-capping the conversation with your classmates, your parent(s), guardian(s), adult(s) in your life about what you heard and reflect deeply on what was discussed.  **Answer each question on a separate sheet of paper and return with your rubric.**

QUESTION #1. How has your (and if time, your loved ones) initial thoughts on the subject and opinion questions evolved and/or become more nuanced through this exercise?

QUESTION #2. List and describe the most meaningful idea(s), concept(s), and/or principle(s) learned through this project.

QUESTION #3. What classmate was most persuasive? What did you find persuasive? What classmate provided the best evidence and was the most prepared for the Harkness? Explain

QUESTION #4. What did you like and dislike about **the Harkness**? What can be done to improve the process to make it more meaningful i.e. more time, rubric changes, (for example, is point value/score for this activity, criterion required, were the point values in each section reasonable), fewer links or more links/info to research, etc.? How would you rank the value of the project (1-10)? Justify the ranking.  
  
QUESTION #5. **OVERALL PERFORMANCE:** Explain what you did well on the project. Explain what could you could have done differently and would change if you were to complete this project again? How would you rate **your overall project performance** (1-10) based upon your preparation, knowledge and understanding of the issue, and performance in regards to your prior projects and your peers? Justify the ranking. Did the rubric give you the correct grade? Explain. If the overall score determined through the rubric is different from the grade you believe you deserve explain why and the grade you believe is warranted.

EXTRA CREDIT EXTENSION :   
Iron triangles are examples of client politics, in which every member of the group benefits. With respect to this issue, complete the following tasks:

a. Define the meaning of the iron triangle and discuss how it operates

b. Identify the members of a specific iron triangle

c. Explain the exchange of benefits among the members of an iron triangle

d. Identify issue networks and explain their impact on iron triangles.