

## 6th-8th Grade Civic Literacy Rubric

**Student Name:**

<b>Date:</b>	
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Teacher Name: \_\_\_\_\_

### Civic Literacy Skill

**Almost  
Never  
1**

**Rarely**  
**2**

**Occasionally**  
**3**

**Frequently**  
**4**

**Almost  
Always  
5**

**Essential Concept and/or Skill:** *Understands the rights and responsibilities of each citizen and demonstrates the value of lifelong civic action. (SS.6-8.PSCL.1)*

1. Understands rights, roles and status of the individual in relation to the general welfare.
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2. Understands issues regarding personal, political, and economic rights.
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3. Understands what is meant by the "scope and limits" of a right.
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4.	Understands participation in civic and political life can help bring about the attainment of individual and public goals.
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5. Understands the functions of political leadership and why leadership is a vital necessity in a democracy.

6. Understands the importance of voluntarism as a characteristic of American society.
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**Essential Concept and/or Skill:** *Understands how the government established by the Constitution embodies the principles of democracy and republicanism. (SS.6-8.PSCL.2)*

1. Understands the essential ideas of American government that are expressed in the Declaration of Independence, the Constitution, and other documents.
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2.	Understands the concepts of constitutional government as fundamental principles of American democracy.
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3. Understands the essential characteristics of limited and unlimited governments.
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4. Understands the basic concepts of a federal system of government.
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5.	Understands values such as individual rights, the common good, self-government, justice, equality, diversity, openness and free inquiry, truth, patriotism are fundamental to American public life.
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6.	Understands the type of citizenry needed to establish and maintain constitutional government.
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**Essential Concept and/or Skill:** *Understands the purpose and function of each of the three branches of government established by the Constitution. (SS.6-8.PSCL.3)*

1. Understands the primary responsibilities of each branch of government in a system of shared powers (legislative, executive, judicial) and ways in which each branch shares the powers and functions of the other branches.

2. Understands how the legislative, executive, and judicial branches use checks and balances.
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[illegible]

1. Understands the relationship between state and local governments and the national government.
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2. Understands the powers and responsibilities of local, state and national governments.
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Civic Literacy Skill	Almost Never 1	Rarely 2	Occasionally 3	Frequently 4	Almost Always 5
<b>Essential Concept and/or Skill: <i>Understands strategies for effective political action that impacts local, state and national governance. (SS.6-8.PSCL.5)</i></b>					
1. Understands the concept of civic responsibility.					
2. Understands the importance of political leadership, public service, and a knowledgeable citizenry in American democracy.					
3. Understands the concept of political leadership in the student's own school, community, state, and the nation.					
<b>Essential Concept and/or Skill: <i>Understands how laws are established at the local, state and national levels. (SS.6-8.PSCL.6)</i></b>					
1. Understands the concept of public policy.					
2. Understands the sources, purposes, and functions of law, and the importance of the rule of law for the protection of individual rights and the common good.					
<b>Essential Concept and/or Skill: <i>Understands how various political systems throughout the world define the rights and responsibilities of the individual. (SS.6-8.PSCL.7)</i></b>					
1. Understands constitutions protect individual rights and promotes the common good.					
2. Understands the essential characteristics of limited and unlimited governments.					
<b>Essential Concept and/or Skill: <i>Understands the role of the United States in current world affairs. (SS.6-8.PSCL.8)</i></b>					
1. Understands conditions, actions and motivations that contribute to conflict and cooperation within and among nations.					
2. Understands current foreign policy issues and the means the United States is using to deal with them.					

### Rating Descriptors Operationally Defined:

**Almost Never** – grade level standard/skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel tasks.

**Rarely** – grade level standard/skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel tasks; teacher prompting does not always result in demonstration of skill.

**Occasionally** – grade level standard/skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel tasks; teacher prompting is often necessary for skill to be generalized.

**Frequently** – grade level standard/skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel tasks; occasional teacher prompting is necessary for skill to be generalized.

**Almost Always** – grade level standard/skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel tasks.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

Date #1:	<b>Baseline Data Sources</b>
Date #2:	<b>Data Sources:</b>
<b>Summary</b>	
<b>Next Steps:</b>	
Date #3:	<b>Data Sources:</b>
<b>Summary:</b>	
<b>Next Steps:</b>	
Date #4:	<b>Data Sources:</b>
<b>Summary</b>	
<b>Next Steps:</b>	
Date #5:	<b>Data Sources:</b>
<b>Summary:</b>	
<b>Next Steps:</b>	
Date #6:	<b>Data Sources:</b>
<b>Summary</b>	
<b>Next Steps:</b>	
Date #7:	<b>Data Sources:</b>
<b>Summary:</b>	
<b>Next Steps:</b>	
Date #8:	<b>Data Sources:</b>
<b>Summary</b>	
<b>Next Steps:</b>	
Date #9:	<b>Data Sources:</b>
<b>Summary:</b>	
<b>Next Steps:</b>	
Date #10:	<b>Data Sources:</b>
<b>Summary</b>	
<b>Next Steps:</b>	
Date #11:	<b>Data Sources:</b>
<b>Summary:</b>	
<b>Next Steps:</b>	
Date #12:	<b>Data Sources:</b>
<b>Summary</b>	
<b>Next Steps:</b>	
Date #13:	<b>Data Sources:</b>
<b>Summary:</b>	
<b>Next Steps:</b>	
Date #14:	<b>Data Sources:</b>
<b>Summary</b>	
<b>Next Steps:</b>	
Date #15:	<b>Data Sources:</b>
<b>Summary:</b>	
<b>Next Steps:</b>	
Date #16:	<b>Data Sources:</b>
<b>Summary</b>	
<b>Next Steps:</b>	
Date #17:	<b>Data Sources:</b>
<b>Summary:</b>	
<b>Next Steps:</b>	
Date #18:	<b>Data Sources:</b>
<b>Summary</b>	
<b>Next Steps:</b>	