

# Supreme Court Scoring Sheet: Attorney's Performance (100 points possible)

## Scale

Exemplary	9-10
Proficient	6-8
Basic	3-5
Minimal	0-2

## SCORE

### Preparation

Student participates in and initiates discussion of case in small group. \_\_\_\_\_

Student develops a persuasive argument that \_\_\_\_\_

- relates to the constitutional issues of the case. \_\_\_\_\_

- links the facts of the case to legal precedents. \_\_\_\_\_

Student fully and accurately completes the Attorney's preparation packet. \_\_\_\_\_

### Hearing

Student anticipates and addresses all relevant arguments from opposing side. \_\_\_\_\_

Student listens to all arguments very carefully and attentively. \_\_\_\_\_

Student persuasively argues why a decision in his/her favor would benefit society. \_\_\_\_\_

Student clearly addresses the constitutional issues of the case. \_\_\_\_\_

### Conference

Student engages in a discussion about the outcome of the case. \_\_\_\_\_

Student addresses the potential impact of the court's decision. \_\_\_\_\_

**TOTAL** \_\_\_\_\_

## Supreme Court Scoring Sheet: Justice's Performance (100 points possible)

### Scale

Exemplary	9-10
Proficient	6-8
Basic	3-5
Minimal	0-2

### SCORE

#### Preparation

Student participates in and initiates discussion of case in small group.

\_\_\_\_\_

Student develops questions that:

- relates to the constitutional issues of the case.
- links the facts of the case to legal precedents.

\_\_\_\_\_

\_\_\_\_\_

Student fully and accurately completes the Supreme Court Justice preparation packet.

\_\_\_\_\_

#### Hearing

Student asks questions that address all relevant arguments from both sides.

\_\_\_\_\_

Student listens to all arguments very carefully and attentively.

\_\_\_\_\_

Student makes notes of information presented by both sides.

\_\_\_\_\_

#### Conference

Student engages in a discussion about the case that addresses the legal issues of the case.

\_\_\_\_\_

Student clearly states decision and reason for decision.

\_\_\_\_\_

Student addresses the potential impact of the court's decision.

\_\_\_\_\_

**TOTAL**

\_\_\_\_\_

## Scoring Sheet for Final Essay

Criteria	Levels of Performance			
	Superb (4)	Good (3)	Fair (2)	Not So Good (1)
<b>Introduction</b>	Introduction immediately hooks the reader. Writer provides details of the background of the case and the constitutional issue at hand. Opinion of the case is clearly stated.	Writer provides a lead into the paper and some background information on the case. Opinion of case is clearly stated.	Introduces reader to case but leaves out important details needed to engage the reader. Opinion of case is stated.	Introduction does not grab the reader's attention or provide many background details of the case. Opinion of the case is not clear.
<b>Body</b>	Uses specific facts from the case to support arguments that are consistent with the writer's opinion. Clearly addresses weaknesses of opposing arguments and challenges those points of view.	Uses facts from the case to support arguments that are consistent with the writer's opinion. Addresses some opposing arguments but does little to point out weaknesses.	Facts cited from the case are not the best to support the best writer's opinion. Does not address the opposing viewpoints.	Presents some information on the case but it is unclear as to how it supports the opinion of the case. Information is either repeated or a simple list of the writer's thoughts.
<b>Conclusion</b>	Clearly states potential problems and benefits the actual Court's decision might present in the future. Clearly addresses the language of the Constitution, other law, or previous cases used in the Court's decision and fully explains their significance.	Addresses some of the potential problems and benefits the actual Court's decision might present in the future. Makes some reference to the language of the Constitution, other law, or previous cases used in decision, but does not fully explain their significance.	Conclusion is weak. Simply restates same information found in body with little consideration of constitutional issues or previous cases used in actual Court's decision.	Conclusion is weak and does not address the potential problems and benefits that may be brought about by the actual Supreme Court decision. No consideration of constitutional issues or previous cases used in Court's decision.
<b>Voice and Word Choice</b>	Chooses language that will appeal to reader and express strong convictions. Provides many new and original insights to arguments. Anticipates questions and concerns a reader might have about opinion and addresses those in the paper.	Chooses language that may sound familiar to the reader, but not really new or unique. Provides some original insights to arguments.	Writer's voice hides behind general language that isn't very specific. Writer simply borrows ideas from others' arguments rather than providing new and original insights to arguments. Little anticipation of questions or concerns a reader may have about opinion.	Language choices do not convince the reader to agree with opinion. The writing is not very exciting and there is little evidence that the writer even cares about the topic.

<b>Organization</b>	Arranges the order of the ideas to provide a strong foundation for arguments. There are smooth transitions between sections of the paper and ideas.	Organization is logical but strays a little. Ideas are connected with transitions that may be weak.	Organization needs work. Arguments tend to jump around. Transitions between sections of paper and ideas are not smooth.	No organization to the paper. Transitions are missing. The reader easily gets lost between ideas that seem to confuse the writer.
<b>Mechanics</b>	Paper is free from spelling and grammatical errors. Paper has complete sentences. It is evident the writer took time to edit and revise the work.	Paper has very few spelling or grammatical errors. There are some incomplete sentences.	Many spelling and grammatical errors. Little evidence of editing and revising. Some incomplete sentences.	Many spelling and grammatical errors. Little evidence of editing and revising. Many sentence fragments.

**Total:** \_\_\_\_\_ /24

*Source: Kristen Borges, social studies teacher, Southwest High School, Minneapolis, Minnesota*