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

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

### 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

*Source: Kristen Borges, social studies teacher, Southwest High School, Minneapolis, Minnesota*
Supreme Court Scoring Sheet: Justice’s Performance
(100 points possible)

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

**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** ______

*Source: Kristen Borges, social studies teacher, Southwest High School, Minneapolis, Minnesota*
## Scoring Sheet for Final Essay

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Superb (4)</strong></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Voice and Word Choice</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Arranges the order of the ideas to provide a strong foundation for arguments. There are smooth transitions between sections of the paper and ideas.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

Total: ______/24

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