Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**U.S. History II - April SGO Assessment Grading Rubric**

**Document A: Campaign Commercials** (3 questions; 30 total points)

**Question 1:** What was the intended purpose of each commercial?

10 pts – intended purpose of both commercials is clearly identified

9 pts – intended purpose of both commercials is vaguely identified

8 pts – purpose of only one commercial is clearly identified

7 pts – purpose of only one commercial is vaguely identified

0 pts – no response

**Question 2:** Which candidate provides more factual information? Justify your answer with evidence from one of the videos.

10 pts – answer reflects a clear selection justified with at least 2 examples from that video

9 pts – answer reflects a clear selection justified with at least 1 example from that video

5 pts – answer reflects a clear selection but it is not justified with any examples from video

0 pts – no response

**Question 3:** Which of the two commercials would appeal to the average American? Explain your reasoning.

10 pts – answer reflects a clear selection that is accompanied by an explanation of reasoning and supported by at least one example from that video

9 pts – answer reflects a clear selection that is accompanied by an explanation of reasoning but it is not supported by any examples from that video

7 pts – answer selection is accompanied by a vague explanation of reasoning and no examples

5 pts – answer selection is not accompanied by any explanation of reasoning or examples

0 pts – no response

**Document B: Campaign Buttons/Posters** (3 questions; 30 total points)

**Question 1:** Which candidate is *Campaign Button 1* supporting? Which candidate is *Poster 1* supporting? What makes this evident for each?

10 pts – each picture is correctly attributed to its owner (Button = Nixon, Poster = JFK) and evidence is given for each (Ex: The button says Republican and Nixon was Rep. candidate)

9 pts – each picture is correctly attributed but evidence is given for only one picture

6 pts – each picture is correctly attributed but no evidence is given for either picture

5 pts – each picture is wrongly attributed but makes an attempt to provide evidence

0 pts – no response/pictures are wrongly attributed with no attempt to provide evidence

**Question 2:** What message is each of the campaign pieces trying to show?

10 pts – a message for each poster is clearly identified with minimal reasoning/evidence

8 pts – a message for each poster is clearly identified but lacks any reasoning/evidence

7 pts – a message for each poster is vaguely identified and lacks any reasoning/evidence

5 pts – a message for only one poster is vaguely identified and lacks reasoning/evidence

0 pts – no response

**Question 3:** Which picture is more effective at appealing to a larger audience? Why do you think so? (explain your reasoning)

10 pts – answer reflects a clear selection that is explained with specific reasoning/evidence

7 pts – answer reflects a clear selection but it is vaguely explained with reasoning/evidence

5 pts – answer selection is not accompanied by any explanation of reasoning/evidence

0 pts – no response

**Document C: Website Article** (3 questions; 30 total points)

**Question 1:** What were the central issues of the 1960 presidential debates?

10 pts – answer clearly identifies the following issues: domestic policies, U.S. involvement in China/Asia, and U.S. relations with Cuba

8 pts – answer clearly identifies 2 of the 3 issues listed above

6 pts – answer clearly identifies 1 of the 3 issues listed above

4 pts – answer does not clearly identify the specific issues listed above

0 pts – no response

**Question 2:** Compare the perceived outcome of the election debates in terms of the radio and television audiences. Use examples from the article to support your answer.

10 pts – answer correctly reflects that the candidates were more evenly matched on the issues on the radio version, but JFK held the upper hand on television; answer is supported w/ example(s)

7 pts – answer correctly reflects the above, but provides no example(s) from the reading

5 pts – answer does not correctly reflect the above, but makes an attempt at providing example(s)

0 pts – no response/incorrect answer with no reasoning

**Question 3:** Why do you think televised debates have become such an important part of a modern presidential election?

10 pts – explanation is specific *and* relates the 1960 election to modern elections, mentioning how audiences perceive a candidate based on what they see on the televised debates

9 pts – a specific explanation is given, but it does not relate the 1960 election to modern elections

6 pts – answer is vague and does not relate the 1960 election to modern elections

0 pts – no response

**Opinion Question** (1 question; 10 total points)

-***If you were voting in the 1960 presidential election, who would you vote for and why? Justify your answer with examples from the Documents.***

10 pts – answer reflects a clear selection of a candidate and is strongly supported by at least 3 specific examples from any or all documents

9 pts – “ strongly supported by at least 2 specific examples from any document

8 pts – “ strongly supported by at least 1 specific example from any document

7 pts – “ weakly supported by a vague or unspecified example from any document

6 pts – “ weakly supported by a vague or unspecified example *not* found in any of the documents given

5 pts – selection of candidate not supported with any examples from given docs

2 pts – unspecified selection that is not supported (Ex: “I would vote for either candidate.”)

0 pts – no response

**Standards Used**

|  |  |
| --- | --- |
| 6.1.12.A.12.A | Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism including the Korean War the Cuban Missile Crisis and the Vietnam War. |

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| 09-10.RH.01 | Cite specific textual evidence to support analysis of primary and secondary sources attending to such features as the date and origin of the information. |

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| 09-10.RH.04 | Determine the meaning of words and phrases as they are used in a text including vocabulary describing political social or economic aspects of historysocial studies. |

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| 09-10.RH.05 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |

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| 09-10.RH.06 | Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts. |

|  |  |
| --- | --- |
| 11-12.RH.07 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively as well as in words) in order to address a question or solve a problem. |