| Public Policy Issue: | Group Members: |
| --- | --- |
| Proposed Course of Action: | |

| **Category** | **4** | **3** | **2** | **1** |
| --- | --- | --- | --- | --- |
| **Product Requirements** | Product exceeds expectations | Product meets all expectations | Product fails to meet all expectations | Product does not meet any expectations |
| **Sources** | More than two quality source citations | Two quality source citations | One quality source citation | No source citations |
| **Organization & Mechanics** | Information is organized, clear, easy to read, and legible; Correct capitalization and punctuation throughout | Information is mostly organized, easy to read, and legible; Few errors in capitalization or punctuation | Information is somewhat organized but some elements are unclear or illegible; Many errors in capitalization and punctuation | Information lacks organization and clarity; Frequent errors in capitalization or punctuation |
| **Content** | The research is in-depth; all questions are answered accurately and with detail | The research is accurate; most of the questions are answered and include the important information | The research and information is presented with flaws, but the focus is evident; answers are generalized and not detailed; many question elements were missed | The research and information is presented with flaws and a lack of focus; most questions are not addressed; no details provided |
| **Voice** | The student voice is dominant. Each step is scripted by them and enhanced by evidence | The student voice is often evident, but not dominant | Ideas presented come from the sourced information only. Student voice is absent | Student voice is absent, and the ideas shared contain significant errors |