



EdLeader 21



Passion Project Citizenship Rubric

Overview:

Citizenship begins with understanding one's own cultural identity(ies), values, beliefs, and attitudes. Active citizens ask questions to develop greater understanding of unfamiliar cultures and understand that unfamiliar cultures appear both far away and in their own neighborhoods. They understand their specific rights, roles and responsibilities within a complex civic system. They analyze and consider the impact of their actions.

Badge Requirements:

Create a final project at work, in an internship, or in any content area that uses the skills below:

- **Identify** a local, regional, national, and/or global civic problem that matters to them.
- **Connect** the problem to law or public policy.
- **Take “civic actions”** to try to impact their selected issue/problem.

And...

- **Reflect** accurately about the quality of own civic engagement and cultural understanding.

You can submit an application to earn a Citizenship badge for any project that you have completed that meets these requirements. On the application you'll need to:

- Demonstrate and provide evidence for how you demonstrated proficiency during and at the end of the project using the Citizenship Rubric.
- Reflect about your areas of strength and growth with the targeted 21st century skills by critically analyzing your work with others.
- Describe what you learned about yourself and your interests in the process.
- Think about how you will use your skills in other areas and set goals.



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Identify a local, regional, national, and/or global civic need or problem that matters to them.	<p>Attempts to define a local, regional, national, and/or global civic problem that matters and why it is personally relevant/important, but the explanation, but the explanation is impossible to follow/understand.</p> <p>Formulates questions that are unclear and/or easily answered and do not provide a foundation for inquiry.</p>	<p>Defines a local, regional, national, and/or global civic problem that matters and why it is personally relevant/important, but the explanation lacks clarity.</p> <p>Is beginning to formulate clear inquiry questions, but questions are limited and provide a framework for limited inquiry.</p>	<p>Clearly defines a local, regional, national, and/or global civic problem that matters and why it is personally relevant/important.</p> <p>Identifies inquiry questions clearly and precisely; engages in an open-ended thinking process to develop an initial set of questions related to the problem; refines the initial set of questions; and identifies a key question or prioritized set of questions on which to focus. Questions provide a solid foundation for inquiry.</p>	<p>Shows an impressive level of depth of understanding of a local, regional, national, and/or global problem.</p> <p>Generates thought-provoking inquiry questions. Carefully phrases questions in an effort to influence the depth, quality, and value of the information they will obtain through investigation. The quality of questions allows for in-depth inquiry.</p>
Connect the problem to laws/public policy.	<p>Identifies a law or public policy that is loosely connected to the identified problem; connection is impossible to follow.</p> <p>Makes a law or policy recommendation and explains</p>	<p>Identifies a law or public policy that is connected to the identified problem, but the explanation lacks clarity.</p> <p>Makes a law or policy recommendation and explains the</p>	<p>Identifies a law or public policy that is closely connected to the identified problem and clearly explains the connection. (What does the policy have to do with the problem?)</p>	<p>Shows an impressive level of depth of understanding of a law or public policy’s connection to the identified problem.</p>



	<p>the reasoning; Provides simplistic argument with scant descriptions of claims to show reasoning.</p>	<p>reasoning; Description is somewhat convincing, but lack clarity.</p>	<p>Clearly explains the goal of the law or policy and its advantages and disadvantages.</p> <p>Makes a law or policy recommendation and clearly explains the reasoning. <i>(Do we need to eliminate existing policy to solve the problem? Is there a need for new policy? Can the existing policy be used as a lever for change to solve the problem? Does the policy need to be revised /strengthened to solve the problem?)</i></p>	<p>Makes a law or policy recommendation that includes a through presentation of important details, facts, and concepts; Clearly expresses results of one’s reasoning.</p>
<p>Take “civic actions” to try to impact their selected issue/problem.</p>	<p>Works to address the civic problem in isolation.</p> <p>Attempts to take “civic actions” to try to impact the problem. Ineffectively informs people about the problem, communicates solutions, and describes how citizens can help; Unable to generate interest/support for the issue from citizens.</p>	<p>Identifies and seeks out people who are already working on the problem or can help, but struggles to make connections and initiate collaboration.</p> <p>Takes “civic actions” to try to impact the problem. Somewhat effectively, informs people about the problem, communicates solutions, and describes how citizens can help; builds a small/minimal amount of</p>	<p>Identifies, seeks out, and communicates and collaborates effectively with people who are already working on the problem or can help.</p> <p>Takes “civic actions” to try to impact the problem. Effectively informs people about the problem, communicates solutions, and describes how citizens can help; Builds enough</p>	<p>Exhibits significant diligence identifying, seeking out, and effectively communicating and collaborating with people who are working on the problem or can help; acts as an "idea leader" and networker bringing diverse groups of people together to address the issue.</p> <p>Very skillfully takes “civic actions” to try to impact the</p>



Citizenship

		interest/support for the issue from citizens.	support to achieve/demonstrate an impact.	problem. Is highly effective at informing people about the problem, communicating solutions, and describing how citizens can help; Builds wide/extensive support to achieve/demonstrate an impact.
Self-Regulation/ Reflection	Reflects about the accomplishments of one's civic engagement activities, but reflections are generally inaccurate.	Reflects about the accomplishments of one's civic engagement activities, but reflections are not always accurate.	Accurately reflects about the accomplishments of one's civic engagement activities.	Is highly reflective and shows a strong capacity for self-critique of one's civic engagement activities. Describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.

