

BERNARD CERNOS CONTEST MARKING RUBRIC - ESSAY

	Level 4	Level 3	Level 2	Level 1
Knowledge/Understanding				
Identification of parties, interests, rights and freedoms at issue in scenario	Student demonstrates high degree of insight into all potential (and not just obvious or generalized) parties affected by proposed measure as well as each party's rights and freedoms at issue	Student identifies all parties affected by proposed measure and describes each party's rights and freedoms at issue	Student identifies all parties affected by proposed measure and alludes to each party's rights and freedoms at issue	Student shows limited understanding of the parties affected by the proposed measure as well as each party's rights and freedoms at issue
Thinking/Inquiry				
Analysis of the debate	Student demonstrates high degree of insight and sensitivity toward all parties' interests and a deep appreciation for the conflict between them	Student demonstrates equal and considerable understanding of all parties' interests and appreciation for the conflict between them	Student shows understanding of some of the parties' interests, and some appreciation of the conflict between them	Student demonstrates unequal and/or limited understanding of parties' interests and limited understanding of the conflict between them
Evaluation of each side of debate and position adopted	Evaluation of parties' interests is clear, balanced and insightful and forms solid basis for position adopted	Evaluation of parties' interests is clear and balanced and forms comprehensive basis for position adopted	Evaluation of parties' interests is sometimes clear and balanced and forms some basis for position adopted	Evaluation of parties' interests is confusing or skewed and weakens the reasoning behind the position adopted
Use of original thought	High degree of original thought is used to reason through the scenario; thoughtful and detailed application of CCLET's Acorn Test	Original thought is used to reason through the scenario; clear effort made to apply most or all of CCLET's Acorn Test	Some original thought is used to reason through the scenario; limited application of CCLET's Acorn Test	Limited original thought is used and student relies heavily on external sources; no application of CCLET's Acorn Test
Communication				
Organization and sense of purpose	Essay is highly organized and shows insightful reasoning that leads to comprehensive conclusion	Essay is organized, easy to follow and position adopted is consistent throughout	Essay shows some organization but is difficult to follow at times and/or position taken is inconsistent	Essay shows limited organization, and reasoning is difficult to follow throughout
Tone and style	Essay is highly persuasive and demonstrates high levels of written advocacy skills	Essay includes many good points and it is considerably persuasive	Essay has some good points and is persuasive inconsistently	Essay demonstrates limited advocacy for position taken and/or limited fairness toward other position(s)
Sources				
Use of external resources	Student properly references all external sources and quotations used	Student references most of the external sources and quotations used	Student references external sources inconsistently	Student references few or none of the external sources and quotations used

*Using the Acorn Test (a mini Oakes test!) can help you decide if a limit to your Charter rights or freedoms is reasonable and justified.

Consider integrating responses to some or all of the questions below to strengthen your essay:

1. What is the purpose of the limit? Is it important?
2. Does it work? Does the law or action achieve its purpose?
3. What else does it do? Are there unintended side effects?

For more information - <https://ccllet.org/wp-content/uploads/2021/06/Section-1-and-the-Acorn-Test.pdf>