Managing a Political Campaign

<table>
<thead>
<tr>
<th>Course</th>
<th>Rationale</th>
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<tr>
<td>Political Science I</td>
<td>Managing a political campaign and how it affects the electoral process in the US is helpful information for GPA professionals.</td>
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<tr>
<th>Essential Question</th>
<th>Objectives</th>
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<tr>
<td>How are political campaigns managed?</td>
<td>The students will be able to:</td>
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<td></td>
<td>1. Identify how political parties organize campaigns</td>
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<td>2. Evaluate the importance of political images</td>
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<td>3. Identify campaign resources</td>
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<td>4. Discuss campaign finance</td>
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<td>5. Identify how candidates reach voters</td>
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<th>TEKS</th>
<th>Engage</th>
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<td>§130.183(c) (8)(A–F)</td>
<td>Show the class the following three campaign ad videos from <a href="http://www.livingroomcandidate.org/">http://www.livingroomcandidate.org/</a>:</td>
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<td>- “I Like Ike” from the 1952 presidential campaign of Republican candidate Dwight D. Eisenhower</td>
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<td>- “Peace Little Girl” from the 1964 presidential campaign of Democratic candidate Lyndon B. Johnson</td>
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<td>- “Yes We Can” from the 2008 presidential campaign “web ad” of Democratic candidate Barack Obama</td>
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<th>Prior Student Learning</th>
<th>Key Points</th>
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<tbody>
<tr>
<td>None</td>
<td>I. How do political parties organize campaigns?</td>
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<td>A. Deciding To Run For Office</td>
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<td>1. Before there is a campaign, the candidate must decide to run for office</td>
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<td>2. Candidates run for office for reasons such as promoting ideologies, pursuing public policies, or because they feel that they can do a better job than the opposing party</td>
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<td>3. When candidates start to campaign, they must be prepared to expose their private lives to the public</td>
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<td>a) The private lives of the candidates’ family are often exposed as well</td>
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<td>4. The goal of the candidate is make himself or herself known to as many voters as possible</td>
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<td>a) Although candidates keep hectic schedules, it is important that they do not respond sharply to criticism or make mistakes during speeches</td>
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<td>5. A campaign staff is important to helping the candidate run a campaign</td>
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<td>B. Hiring a Staff</td>
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1. Campaign Manager
   a) Can keep the candidate from getting overwhelmed with logistical details (e.g. organizing meetings, appearances, stops, etc.)
   b) Is usually the person closest to the candidate on the campaign trail
   c) Is important because he or she sets the overall strategy for the campaign
      (1) He or she keeps the campaign’s message on course throughout the entirety of the campaign
   d) Works directly for the campaign and is often considered the only full-time employee on the campaign
   e) Has other duties, which include budget and fund-raising plans

2. Finance Chair
   a) Coordinates the financial efforts of the campaign, such as
      (1) Fund-raising
      (2) Keeping financial records
      (3) Filing paperwork to the Federal Election Commission
   b) Is a very important position because campaigns cost millions of dollars at the national level
   c) Is often a hired position at the national level but a volunteer position at the state and local levels
   d) Might work with a fund-raising consultant whose job is to identify likely contributors and arrange fund-raising events with donors

3. Communications Staff
   a) Are responsible for getting the candidate as much exposure to the public as possible
      (1) Exposure to the public includes ad campaigns, television time, bumper stickers, etc.
   b) Supervise media consultants who craft political advertisements
   c) Includes a communications director who
      (1) Develops the overall media strategy for the campaign
      (2) Heads the communications staff
      (3) Stays in touch with newspaper, television, radio and internet coverage of the candidate
      (4) Works closely with the press secretary
   d) Includes a press secretary who
      (1) Interacts and communicates with journalists on a daily basis
      (2) Is quoted in news coverage and explains the
candidate’s issue positions to journalists when the candidate is unavailable
(3) Reacts to any opposition brought forth by the opposing party
e) Includes the Internet team, which
(1) Is one of the most important positions on the communications staff
(2) Manages online communications like blogs, social media, and may even organize web chats

4. Campaign Consultants
a) Are private sector professionals and firms who sell the technologies, strategies, and services that candidates need to get elected
(1) Campaign consultants first appeared in the 1930s but have grown tremendously since then
b) Are important at the national level but are even more important for candidates at the state and local levels
(1) Candidates at the state and local levels can rarely afford to hire full-time staffs, instead they hire campaign consultants
c) Are typically specialized so that they focus on one or two areas within a particular campaign
(1) These areas usually include: fund-raising, polling, media relations, and speech writing
d) Work with the Communications Director to craft the campaign’s message and spin key issues

5. Volunteers
a) Are the livelihood of every political party at the national, state, and local levels
b) Have tasks that include
(1) Answering phone calls
(2) Staffing candidate booths during festivals
(3) Distributing campaign literature
(4) Serving as the public face of the campaign
(5) Voter canvasing
   (a) Going door-to-door soliciting votes
   (b) Phone-banking to target voters
(6) Getting-out-the-vote (GOTV)
   (a) Happens closer to Election Day
   (b) Includes calling and emailing supporters to encourage them to vote and to arrange for their transportation to the polls if necessary
   (c) Includes utilizing Internet and social networking sites, in recent years especially

II. Why is political image important to a candidate?
A. Political Image

1. Political parties and candidates
   a) Often have a party image for which they are known
      (1) Party image is the voters’ perception of what the Republicans or Democrats stand for, such as conservatism and liberalism
   b) Party image helps shape people’s party identification, the self-proclaimed preference for one party or candidate over another
   c) Candidates often try to create an image that appeals to the most voters
   d) This concept is known as the Rational Choice Theory
      (1) Rational Choice Theory explains the actions of voters as well as politicians; it assumes that individuals act in their own best interest, carefully weighing the costs and benefits of possible alternatives
   e) In order to win office, candidates must create an image that is widely favored or accepted

2. Popular images created by candidates
   a) Candidates often rally behind their military career as a part of their political image
      (1) Voters typically support veterans and are drawn to candidates with a background in the military
      (2) These candidates usually support policies that are going to support veterans and current service members
   b) Women candidates often take the political image of gender equality and motherhood
      (1) This image appeals to many women voters, which is an important demographic because women are almost half of the electorate
      (2) Women typically support candidates whose policies support women’s rights and equality

III. How do candidates obtain resources for campaigns?

A. Campaign Funding

1. Individuals
   a) Individual contributions are donations from independent citizens
      (1) The maximum contribution from an individual under federal law for congressional and presidential elections is $2,400 per candidate, per election
      (2) Primary and general elections are considered separate elections
      (3) Individuals are also limited to a total of $115,500 in
gifts to all candidates, political action committees, and parties combined per two-year election cycle.

b) Most candidates receive a majority their funds from individuals.

c) Most gifts are well below the maximum level.

d) In one recent election, researchers found that individual donors accounted for 60 percent of contributions to candidates for the House of Representatives, 75 percent for Senate, and 85 percent to the presidential candidates. (O’Conner, Sabato and Yanus, 2011, p. 460)

e) In 2008, 90 percent of Barack Obama’s $745 million fund-raising effort came from individuals. This broke any fund-raising records from previous elections (O’Conner, Sabato and Yanus, 2011, p. 462)

(1) 50 percent of those donations were less than $200 (O’Conner, Sabato and Yanus, 2011, p. 462)

2. Political Parties

a) Candidates receive substantial donations from the national and state committees of their political parties.

b) Under the current laws, national parties can give up to $5,000 per election to a House candidate and $42,600 to a Senate candidate (O’Conner, Sabato and Yanus, 2011, p. 462)

c) In 2008, the Republican and Democratic parties raised nearly $2 billion (O’Conner, Sabato and Yanus, 2011, p. 462)

d) In competitive elections, parties typically provide almost 20 percent of their candidates funds (O’Conner, Sabato and Yanus, 2011, p. 462)

3. Political Action Committees (PACs)

a) When interest groups want to make donations to a campaign, they must do it by establishing a PAC.

(1) PACs are an officially registered fund-raising organization that represent interest groups in the political process.

(2) Interest groups may include labor unions, corporations, trade unions, issue groups, etc.

b) PACs are allowed under federal law to participate in federal elections, but they cannot give more than $5,000 per candidate, per election. They also cannot give more than $15,000 per year to each of the national party committees (O’Conner, Sabato and Yanus, 2011, p. 462)

c) The PAC era began in the 1970s after major campaign finance reform.
1. Today, over 4,000 PACs are registered with the Federal Election Committee (FEC) (O’Conner, Sabato and Yanus, 2011, p. 462)

d) PACs are one of the most controversial parts of the campaign financing process
(1) Some political scientists argue that PACs are the embodiment of corrupt special interest groups that use donations to buy legislative votes
e) PACs withhold donations to candidates who do not vote to support their legislation

4. Personal Savings
a) Candidates often use their own funds or family resources to finance their campaigns
b) The US Supreme Court ruled in Buckley v. Valeo (1976) that no limit could be placed on the amount of their own money candidates can spend
c) In 2008, Republican candidate Mitt Romney spent $42 million of his own money at his failed attempt to win the Republican presidential nomination (O’Conner, Sabato and Yanus, 2011, p. 463)

5. Public Funds
a) Public funds are donations from general tax revenues to the campaigns of qualifying presidential candidates
b) Only presidential candidates can receive public funds
(1) A candidate for president can become eligible to receive public funds during the nomination campaign by raising at least $5,000
(2) They must be individual contributions of $250 or less in each of twenty states
c) Once the candidate has reached this goal, they are eligible to apply for matching funds
d) Matching funds are donations to presidential campaigns whereby every dollar raised from individuals in amounts less $251 is matched by the federal treasury
(1) These funds are taken out of the Presidential Election Campaign Fund, which is a part of the Federal Treasury
(2) These funds are accumulated by taxpayers who designate on their tax return $3 of their taxes for this purpose each year
e) In recent elections, candidates have opted out of matching funds because it allows them to raise more money than the government would have provided
f) During the general election, major-party presidential candidates can accept an $85 million lump-sum payment from the federal government after the candidate accepts
his or her party’s nomination
(1) If the candidates accept, it can be their only source
of funding for the campaign

IV. How are campaign funds regulated?
A. Regulation of campaign funds
   1. Federal Laws
      a) One of the first attempts at regulating campaign funds
came in 1907 with the Tillman Act
         (1) The Tillman Act prohibited corporations from
making direct contributions to candidates for federal
office
      b) The Corrupt Practices Act (1910, 1911, and 1925),
Hatch Act (1939) and the Taft-Hartley Act (1947) all
attempted to regulate the manner in which federal
candidates finance their campaigns and to limit, to some
extent, the corrupting influence of campaign spending
      c) However, the more serious campaign finance regulation
began in the 1970s
         (1) This occurred because of the Watergate scandal
         that was linked to the presidency of Richard Nixon
      d) The Federal Election Campaign Act (FECA) established
disclosure requirements, the Presidential Public Funding
Program, and the Federal Election Commission (FEC)
         (1) The FEC is a federal agency responsible for
enforcing the nation’s election laws
      e) In 2002, the FEC was overrun with regulating campaign
expenditures, so the US signed into law the Bipartisan
Campaign Reform Act (BCRA)
   2. The Bipartisan Campaign Reform Act (BCRA)
      a) Regulates political advertising and funding from
individuals, political parties, PACs, members of
Congress, and personal savings
         (1) Limits the broadcast of issue-advocacy ads within
30 days of the primary election and 60 days of the
general election
         (2) Regulates campaign contributions from a number of
sources
         (3) In 2007, the Supreme Court declared that this was
unconstitutional (O’Conner, Sabato and Yanus,
2011, p. 459)
      b) Campaign contributions that are clearly regulated by the
FEC are known as hard money
      c) Campaign funds that come from public sources or from
sources that are not regulated or limited by the FEC are
known as soft money
(1) Soft money cannot go directly to a candidate, but it may be used for indirect issue advocacy on the candidate’s behalf, as long as such advocacy does not directly mention the candidate’s name and does not occur in coordination with the campaign.

d) Opponents of the BCRA challenge that this law infringes on the rights of free speech.

(1) In 2003, the Supreme Court decided that the BCRA does not violate the 1st Amendment, stating that the government’s interest in preventing corruption overrides the free speech rights (O’Conner, Sabato and Yanus, 2011, p. 459).

V. How do candidates reach voters?

A. Traditional Media

1. Presidential Candidate Debates

a) Did not occur until the election of 1960

(1) This presidential debate included Republican candidate Richard Nixon and Democratic candidate John F. Kennedy.

b) Are now a major part of presidential campaigns.

c) Are intended to reach voters.

d) Are intended to correct misperceptions about the candidates that may have occurred along the campaign trail.

e) Do not alter the results of an election, but rather increase knowledge about candidates and their positions on certain issues.

B. New Media

1. The Internet

a) Internet publishing and mass e-mails allow candidates to more quickly and effectively deliver information to voters.

(1) Candidates can also produce autodialed pre-recorded messages, video messages, and teleconferencing.

b) This technology has allowed candidates to use rapid response techniques in which they can formulate answers to changing events along the campaign trail.

c) The first use of the Internet in a campaign came in 1992 in Bill Clinton’s presidential campaign.

d) This was a drastic change from the campaigns of the 1970s and 1980s when candidates primarily relied on television and radio to reach voters.

2. Campaign Advertisement

a) Candidates can choose to buy air time with campaign advertisements.
(1) Forms of campaign advertisements include positive, negative, contrast ads, and inoculation ads
b) Positive ads stress the candidates qualifications, family, and issue positions with no direct reference to the opponent
c) Negative ads attack the opponent’s character or platform
   (1) The exception is that the candidate must provide a brief and legally required statement that he/she approved the ad
   (2) More campaign ads are negative rather than positive
d) Contrast ads compare the records and proposals of the candidates, with a bias toward the candidate sponsoring the ad
e) The most famous negative TV ad, called Peace Little Girl, came in the 1964 campaign by Democratic candidate Lyndon B. Johnson against Republican Barry Goldwater
f) Campaign ads remain one of the most controllable aspects of a candidate’s campaign and candidates rely heavily on campaign advertisements
g) Inoculation ads attempt to counteract an anticipated attack from the opposition before the attack is launched

Activities
Design a Mock Campaign. Divide the class into groups of five. Assign each student one of the following roles: Candidate, Campaign Manager, Communications Director, Campaign Consultant, and Volunteer. Have the students take responsibility for their roles on their campaign. Each group must create a video campaign ad for their candidate. The video must be a minimum of two minutes and 30 seconds. Present the completed ads to the class. (Optional activity extension: The groups may also create social media pages for their candidates and urge students throughout the school to “join” or “like” their social media pages.) Use the Group Evaluation Rubric and the Peer Evaluation Rubric for assessment.

Assessments
Managing a Political Campaign Quiz and Key Discussion Rubric
Group Evaluation Rubric
Individual Work Rubric
Peer Evaluation Rubric
Research Rubric

Materials
Managing a Political Campaign computer-based presentation
Managing a Political Campaign

Key Terms

Computer with Internet access and a projector
Video cameras or mobile devices with video capability and Internet access

Resources


http://www.livingroomcandidate.org/

Accommodations for Learning Differences

For reinforcement, the students will create flashcards. On one side they will write the titles of individuals who work or volunteer on political campaigns. On the other side of the card, the students will write the responsibilities and expectations of these individuals on the campaign. Use the Individual Work Rubric for assessment.

For enrichment, the students will write a 2-3 page research paper about the Bipartisan Campaign Reform Act. Use the Research Rubric for assessment.

State Education Standards

Texas Essential Knowledge and Skills for Career and Technical Education

§130.183. Political Science I (One to Two Credits).

(8) The student analyzes the election process. The student is expected to:

(A) review the process of electing public officials;

(B) recognize the influence of political parties in elections;

(C) explore the phenomenon of political image;

(D) describe the cause-and-effect relationship of communication style on a campaign;

(E) compare the effectiveness of telephone, television, print media, focus groups, and online resources on elections; and

(F) design a mock campaign.
College and Career Readiness Standards

English/Language Arts Standards

V. Research
   C. Produce and design a document.
      1. Design and present an effective product.

Cross-Disciplinary Standards

I. Key Cognitive Skills
   E. Work habits
      2. Work collaboratively.
Managing a Political Campaign Key Terms

Campaign Consultant – a private-sector professional who sells to a candidate the technologies, services, and strategies required to get that candidate elected

Campaign Manager – the individual who travels with the candidate and coordinates the campaign

Communications Director – the person who develops the overall media strategy for the candidate

Finance Chair – the individual who coordinates the financial business of the campaigns

Hard Money – campaign contributions that are regulated and limited by the Federal Election Committee (FEC)

Matching Funds – donations to presidential campaigns whereby every dollar raised from individuals in amounts less than $251 is matched by the Federal Treasury

Political Action Committee (PAC) – an officially registered fund-raising organization that represents interest groups in the political process

Press Secretary – the individual charged with interacting and communicating with journalists on a daily basis

Public Funds – donations from general tax revenues to the campaigns of qualifying presidential candidates

Soft Money – campaign contributions that are not regulated or limited by the Federal Election Committee (FEC)
Managing a Political Campaign Quiz

1. _____Which of the following is the head of a political campaign’s media?
   A Campaign Consultant
   B Political Manager
   C Communications Director
   D Campaign Manager

2. _____Most candidates receive a majority of their campaign contributions from which of the following?
   A Individuals
   B PACs
   C Political Parties
   D Foreign Corporations

3. _____Which of the following responsibilities are most likely to be conducted by a campaign volunteer?
   A Organize fundraisers
   B Distribute campaign literature
   C Coordinate campaign slogans
   D Print campaigns signs

4. _____Federal matching funds are available to which of the following?
   A Governors
   B Members of the House of Representatives
   C Senators
   D Some presidential candidates

5. _____Public funds are best described as which of the following?
   A Donations from general tax revenues to the campaigns of qualifying presidential candidates
   B Campaign contributions over $5,000 that are made by individuals
   C Regulated by the Bipartisan Campaign Reform Act
   D A general lump sum payment of $85 million from the Federal Treasury

6. _____The first attempt at regulating campaign funds is known as which of the following?
   A The Corrupt Practices Act
   B The Taft-Hartley Act
   C The Tillman Act
   D The Hatch Act
7. _____Which of the following government institutions is responsible for monitoring campaign finance?
   A The Federal Campaign Committee (FCC)
   B The Federal Election Committee (FEC)
   C The Federal Treasury
   D The Supreme Court

8. _____The first presidential debate using traditional media occurred in which of the following years?
   A 1952
   B 1956
   C 1960
   D 1964

9. _____Which of the following is usually the only full-time paid employee on a campaign?
   A Campaign Manager
   B Finance Chair
   C Communications Chair
   D Campaign Consultant

10. _____Candidates attempt to create a party image which does which of the following?
    A Creates sympathy among voters
    B Appeals to the most voters
    C Draws candidates to their personal background story
    D Support American values, such as military and family

11. _____Media coverage of campaigns tend to focus on which of the following?
    A Foreign and military policy
    B Social and environmental policy
    C Accusations of media bias and wrongdoing
    D Campaign strategies and the horse races

12. _____Which of following factors contributes most to the cost of a presidential campaign?
    A Television advertising
    B Direct mail campaigns
    C Hiring a Campaign Coordinator
    D Printing posters and campaigns advertisements

13. _____Which of the following tasks is not typically a responsibility of Campaign Consultants?
    A Fund-raising
    B Financial record keeping
    C Media relations
    D Speech writing
14. _____ According to federal law, which of the following is the largest donation a PAC can give to a particular candidate?
   A $250
   B $2,500
   C $5,000
   D $15,000

15. _____ A majority of campaign ads today are considered to be which of the following?
   A Positive ads
   B Negative ads
   C Contrast ads
   D Inoculation ads
Managing a Political Campaign Quiz Key

1. C
2. A
3. B
4. D
5. A
6. C
7. B
8. C
9. A
10. B
11. D
12. A
13. B
14. C
15. B
Group Evaluation

**Group 1**

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 10
Yes

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 10
Yes

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 10
Yes

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 10
Yes

Would you like to see this group demonstrate its talent for you in the future?
No 1 2 3 4 5 6 7 8 9 10
Yes

Total Score_______

**Group 2**

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 10
Yes

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 10
Yes

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 10
Yes

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 10
Yes

Would you like to see this group demonstrate its talent for you in the future?
No 1 2 3 4 5 6 7 8 9 10
Yes

Total Score_______
Group 3

Did the group take the assignment seriously?
No
1 2 3 4 5 6 7 8 9 10
Yes

Could you tell what the group was trying to portray?
No
1 2 3 4 5 6 7 8 9 10
Yes

Was the group portrayal creative?
No
1 2 3 4 5 6 7 8 9 10
Yes

Did the group include the correct elements?
No
1 2 3 4 5 6 7 8 9 10
Yes

Would you like to see this group demonstrate its talent for you in the future?
No
1 2 3 4 5 6 7 8 9 10
Yes

Total Score_______

Group 4

Did the group take the assignment seriously?
No
1 2 3 4 5 6 7 8 9 10
Yes

Could you tell what the group was trying to portray?
No
1 2 3 4 5 6 7 8 9 10
Yes

Was the group portrayal creative?
No
1 2 3 4 5 6 7 8 9 10
Yes

Did the group include the correct elements?
No
1 2 3 4 5 6 7 8 9 10
Yes

Would you like to see this group demonstrate its talent for you in the future?
No
1 2 3 4 5 6 7 8 9 10
Yes

Total Score_______
**Group 5**

Did the group take the assignment seriously?
No   Yes
1  2  3  4  5  6  7  8  9  10

Could you tell what the group was trying to portray?
No   Yes
1  2  3  4  5  6  7  8  9  10

Was the group portrayal creative?
No   Yes
1  2  3  4  5  6  7  8  9  10

Did the group include the correct elements?
No   Yes
1  2  3  4  5  6  7  8  9  10

Would you like to see this group demonstrate its talent for you in the future?
No   Yes
1  2  3  4  5  6  7  8  9  10

Total Score_______

**Group 6**

Did the group take the assignment seriously?
No   Yes
1  2  3  4  5  6  7  8  9  10

Could you tell what the group was trying to portray?
No   Yes
1  2  3  4  5  6  7  8  9  10

Was the group portrayal creative?
No   Yes
1  2  3  4  5  6  7  8  9  10

Did the group include the correct elements?
No   Yes
1  2  3  4  5  6  7  8  9  10

Would you like to see this group demonstrate its talent for you in the future?
No   Yes
1  2  3  4  5  6  7  8  9  10

Total Score_______
Peer Evaluation

1) Name of Student________________________________________

At what level of seriousness did they take this activity?
Not Very Serious  Very Serious
0  1  2  3  4

Did they make a significant contribution to the brainstorming process?
No  Yes
0  1  2  3  4

Did they make a significant contribution to preparing for the activity?
No  Yes
0  1  2  3  4

What was the level of their participation in the activity(s)?
None  A Lot
0  1  2  3  4

Would you want to work with this person in a group again based on their level of productivity?
No  Yes
0  1  2  3  4

Total Score_______

2) Name of Student________________________________________

At what level of seriousness did they take this activity?
Not Very Serious  Very Serious
0  1  2  3  4

Did they make a significant contribution to the brainstorming process?
No  Yes
0  1  2  3  4

Did they make a significant contribution to preparing for the activity?
No  Yes
0  1  2  3  4

What was the level of their participation in the activity(s)?
None  A Lot
0  1  2  3  4

Would you want to work with this person in a group again based on their level of productivity?
No  Yes
0  1  2  3  4

Total Score_______
3) Name of Student

At what level of seriousness did they take this activity?

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Did they make a significant contribution to the brainstorming process?

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Did they make a significant contribution to preparing for the activity?

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<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

What was the level of their participation in the activity(s)?

<table>
<thead>
<tr>
<th>None</th>
<th>A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Would you want to work with this person in a group again based on their level of productivity?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Score_______

4) Name of Student

At what level of seriousness did they take this activity?

<table>
<thead>
<tr>
<th>Not Very Serious</th>
<th>Very Serious</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Did they make a significant contribution to the brainstorming process?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Did they make a significant contribution to preparing for the activity?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
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</tr>
<tr>
<td>3</td>
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</tr>
</tbody>
</table>

What was the level of their participation in the activity(s)?

<table>
<thead>
<tr>
<th>None</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
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<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Would you want to work with this person in a group again based on their level of productivity?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Score_______
5) **Name of Student**

At what level of seriousness did they take this activity?

<table>
<thead>
<tr>
<th>Not Very Serious</th>
<th>Very Serious</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Did they make a significant contribution to the brainstorming process?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Did they make a significant contribution to preparing for the activity?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

What was the level of their participation in the activity(s)?

<table>
<thead>
<tr>
<th>None</th>
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</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Would you want to work with this person in a group again based on their level of productivity?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Total Score_______

---

6) **Name of Student**

At what level of seriousness did they take this activity?

<table>
<thead>
<tr>
<th>Not Very Serious</th>
<th>Very Serious</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Did they make a significant contribution to the brainstorming process?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Did they make a significant contribution to preparing for the activity?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

What was the level of their participation in the activity(s)?

<table>
<thead>
<tr>
<th>None</th>
<th>A Lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Would you want to work with this person in a group again based on their level of productivity?

<table>
<thead>
<tr>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 1 2 3 4</td>
<td></td>
</tr>
</tbody>
</table>

Total Score_______
# Discussion Rubric

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in group discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourages others to join the conversation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps the discussion progressing to achieve goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shares thoughts actively while offering helpful recommendations to others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives credit to others for their ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respects the opinions of others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involves others by asking questions or requesting input</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses thoughts and ideas clearly and effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points (32 pts.)**

Comments:
## Individual Work Rubric

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Follows directions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student completed the work as directed,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>following the directions given, in order and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to the level of quality indicated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student used time wisely and remained on task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% of the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student kept notes and materials in a neat,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>legible, and organized manner. Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was readily retrieved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence of learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student documented information in his or her</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>own words and can accurately answer questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>related to the information retrieved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research/Gathering information (if relevant)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student used a variety of methods and sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to gather information. Student took notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>while gathering information</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Total Points (20 pts.)**

**Comments:**
# Research Rubric

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question/goal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student identified and communicated a question or goal of the research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research/Gathering information (if relevant)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student used a variety of methods and sources to gather information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student took notes while gathering information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion/Summary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student drew insightful conclusions and observations from the information gathered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information is organized in a logical manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student communicated the information gathered and summary or conclusions persuasively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student demonstrated skill in the use of media used to communicate the results of research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student reflected on the importance of the research and its potential application</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Points (20 pts.)**

**Comments:**