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| --- | --- | --- | --- | --- | --- |
| Category | 5 | 4 | 3 | 2 | 1 |
| Groups’ self views  5 = 25  4 = 21.5  3 = 19  2 = 16.5  1 = 15 | Thoroughly describes the ways in which each opposing group views themselves and their characteristics, including goals, values, and fears. | Adequately describes the ways in which each opposing group views themselves and their characteristics, including goals, values, and fears. | Somewhat describes the ways in which each opposing group views themselves and their characteristics, including goals, values, and fears. | Poorly describes the ways in which each opposing group views themselves and their characteristics, including goals, values, and fears. | Does not describe the ways in which each opposing group views themselves and their characteristics, including goals, values, and fears. |
| Groups’ view of their opponent  5 = 25  4 = 21.5  3 = 19  2 = 16.5  1 = 15 | Thoroughly describes the ways in which each opposing group views their opponents and their characteristics, including goals, values, and fears. | Adequately describes the ways in which each opposing group views their opponents and their characteristics, including goals, values, and fears. | Somewhat describes the ways in which each opposing group views their opponents and their characteristics, including goals, values, and fears. | Poorly describes the ways in which each opposing group views their opponents and their characteristics, including goals, values, and fears. | Does not describe the ways in which each opposing group views their opponents and their characteristics, including goals, values, and fears. |
| Major Points of Contention  5 = 30  4 = 25.5  3 = 22.5  2 = 19.5  1 = 18 | Thoroughly explains the issues between the two groups, including major flare-ups of rancor or violence, causes of the conflicts or reasons why it continues and major events in the history of the opposition. | Adequately explains the issues between the two groups, including major flare-ups of rancor or violence, causes of the conflicts or reasons why it continues and major events in the history of the opposition. | Somewhat explains the issues between the two groups. Has some major flare-ups of rancor or violence, causes of the conflicts or reasons why it continues and major events in the history of the opposition. | Poorly explains the issues between the two groups. Has few examples of major flare-ups of rancor or violence, causes of the conflicts or reasons why it continues and major events in the history of the opposition. | Explains neither the issues between the two groups, including major flare-ups of rancor or violence, causes of the conflicts or reasons why it continues and major events in the history of the opposition. |
| Commonalities  5 = 30  4 = 25.5  3 = 22.5  2 = 19.5  1 = 18 | Thoroughly describes the ways in which both groups are the same, focusing on their characteristics, demographics, goals, values, and fears. | Adequately describes the ways in which both groups are the same, focusing on their characteristics, demographics, goals, values, and fears. | Somewhat describes the ways in which both groups are the same, focusing on their characteristics, demographics, goals, values, and fears. | Poorly describes the ways in which both groups are the same, with a limited addressing of their characteristics, demographics, goals, values, and fears. | Ignores the ways in which both groups are the same. |
| Conflict Resolution Strategies  5 = 30  4 = 25.5  3 = 22.5  2 = 19.5  1 = 18 | Thoroughly explains a variety of conflict resolution strategies that could be applied in this case and evaluates each one for its usefulness and likely outcomes. | Adequately explains a variety of conflict resolution strategies that could be applied in this case and evaluates each one for its usefulness and likely outcomes. | Somewhat explains some of conflict resolution strategies that could be applied in this case and partially evaluates each one for its usefulness and likely outcomes. | Poorly explains few conflict resolution strategies that could be applied in this case and barely evaluates each one for its usefulness and likely outcomes. | Does not address any conflict resolution strategies or evaluate the effectiveness thereof. |
| Script  5 = 20  4 = 17  3 = 15  2 = 13  1 = 12 | Provides all of the information from the slideshow in an artful manner that creates a realistic demonstration of the problem and solutions in an actual environment, equally utilizing three representative roles | Provides much of the information from the slideshow in a manner that creates a detailed demonstration of the problem and solutions in an actual environment, equally utilizing three representative roles | Provides some of the information from the slideshow in a way that tells about the problem and solutions in an unrealistic environment, utilizing three representative roles | Provides little of the information from the slideshow in a manner that barely creates a realistic demonstration of the problem and solutions in an actual environment, equally utilizing three representative roles | Failed to write and submit a script. |
| Video/performance  5 = 20  4 = 17  3 = 15  2 = 13  1 = 12 | Shows a well-acted, well-rehearsed portrayal of the script, complete with setting, costumes, and other production values (sound, music, etc.) | Shows an adequately-acted, mostly-rehearsed portrayal of the script, including setting, costumes, and other production values (sound, music, etc.) | Shows a fairly well-acted, well-rehearsed portrayal of the script, including a bit of the setting and an attempt at some costumes, and other production values (sound, music, etc.) | Shows a poorly-acted, poorly-rehearsed portrayal of the script, including a little of the setting and almost no costumes, and other production values (sound, music, etc.) | Failed to record a performance/video of the resolution script. |
| Delivery  5 = 10  4 = 8.5  3 = 7.5  2 = 6.5  1 = 6 | Speakers are poised and practiced; eye contact is strong and spread around; vocal patterns have direction and flow and emphasis; visual aids are presented but not talked to | Speakers are mostly comfortable; eye contact is made and some effort at coverage is made; voice has good volume and some direction; visual aids are presented and mostly not talked to | Speakers evince some nervousness but it is mostly controlled; eye contact is occasional or concentrated in only a few places; volume is adequate but vocal patterns are not diverse; visual aid is faced as often as not | Speakers are occasionally able to control nerves; eye contact is concentrated in one or two spots, when present; volume is low and patterns are repetitive; visual aid dominates body facings | Speakers are nervous and make no effort to control their nerves; no attempt is made at eye contact; speaker is unintelligible; speaker solely faces visual aid |
| Care and Effort  5 = 10  4 = 8.5  3 = 7.5  2 = 6.5  1 = 6 | Slideshow is very well-designed; all pictures are effectively chosen and intelligible from a distance; all writing is legible from a distance | Slideshow is well-designed; most pictures are effectively chosen and intelligible from a distance; all writing is legible from a distance but a bit wordy | Slideshow is fairly well-designed; some pictures are effectively chosen and intelligible from a distance; writing is mostly legible from a distance but consists mostly of sentences to be read rather than key words | Slideshow is poorly-designed; few pictures are effectively chosen and intelligible from a distance; little writing is legible from a distance and the slides are paragraphs of reading | Slideshow is poorly-designed and executed; no pictures are effectively chosen and are unintelligible from a distance; writing is illegible from a distance and is all paragraphs without organization |