

INDIANA BAR
FOUNDATION

Indiana We the People
Judge Training

2021 WTP REGIONAL COMPETITION



What is We the People (WTP)?

- WTP is an instructional program that helps students master government, history, and social studies topics.
 - Students will be presenting about constitutional topics for evaluation.
- Focuses on the history, application, interpretation, evolution, and philosophies of the US Constitution and Bill of Rights.
- Students showcase their knowledge and understanding through simulated legislative hearings.

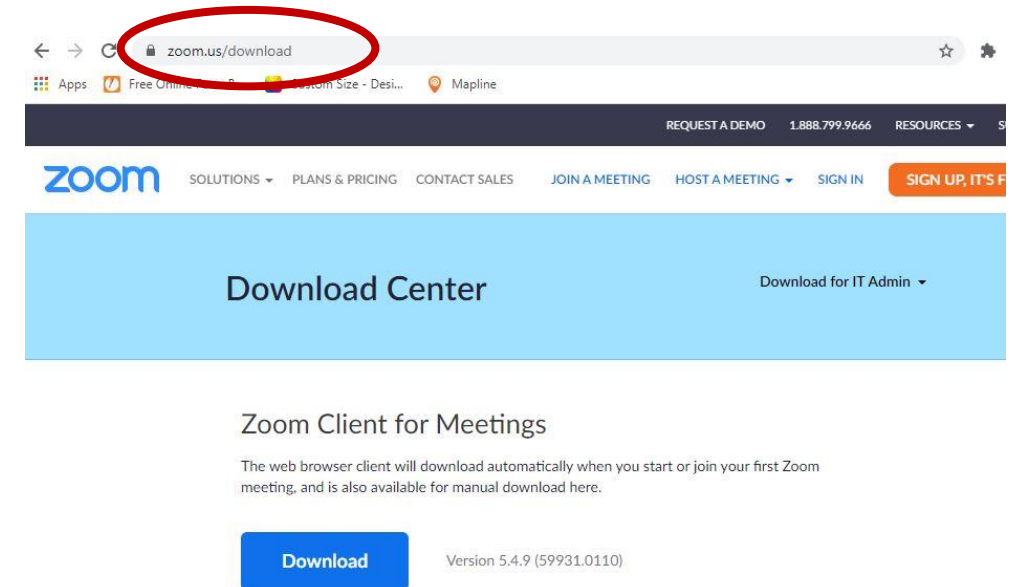
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Preparing For A
Zoom Competition

2021 WTP REGIONAL COMPETITION

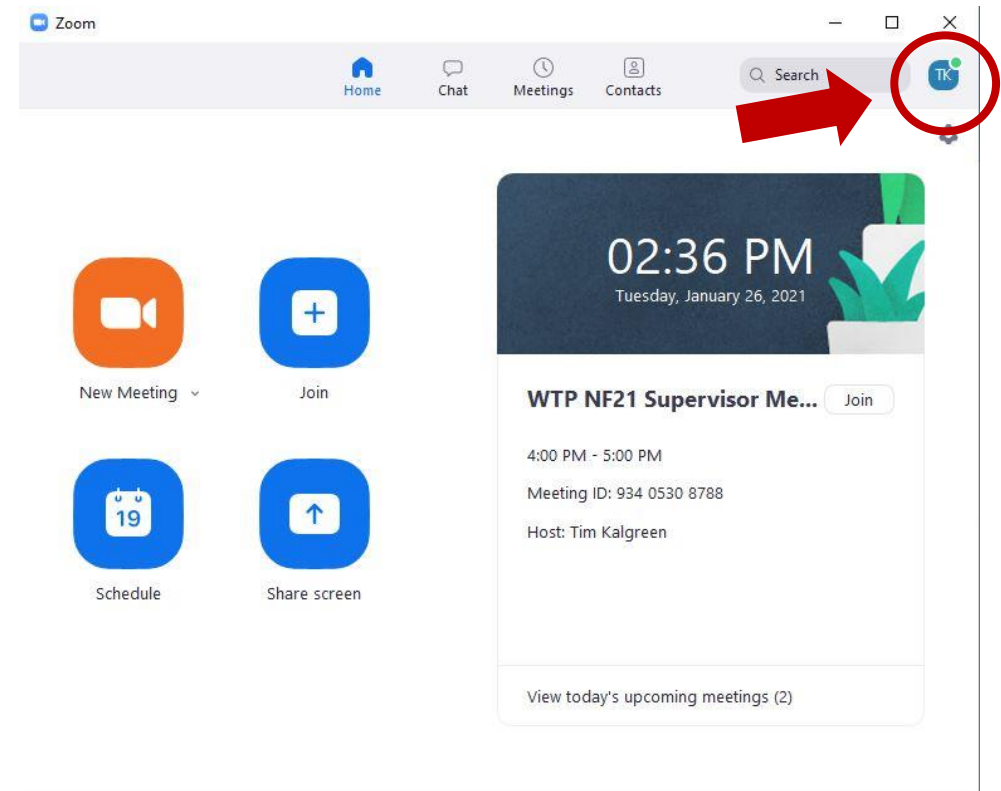
Downloading Zoom

- All We the People hearings will take place via Zoom
- It is easiest and best if you participate using a computer (instead of a phone or tablet).
- **If you do not** have Zoom downloaded onto your device:
 - Go to www.zoom.us/download
 - Download the app for your computer



Updating Zoom

- **If you already have the Zoom app** downloaded to your device, you should check you have the most up-to-date version of the program.
- Open the Zoom app on your computer.
- Click on your profile on the top right-hand corner (either your profile picture or your initials). Scroll to “Check for Updates.”
- Update if available.
- Do this well in advance of the competition.



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Judge Organization & Responsibilities

2021 WTP REGIONAL COMPETITION



WTP Competition

- Classes across Indiana are competing in regional competitions based on their locations around the state (Northeast, Northwest, Central, Southwest)
- Classes will have divided into six groups, corresponding to the six units of the WTP curriculum. You, as a judge, will be evaluating only one of the six unit.
- The panel of students will deliver their presentation answer the question they prepared for that specific unit you are evaluating. This lasts four minutes.
- Then for the next six minutes, the judges will ask questions to the students to further probe their understanding and comprehension.
- Your job as a judge is to listen to the students' presentation and evaluate their argument against the scoring rubric provided.

Judging Organization & Structure

- Judges are pre-assigned to a three-person judging panel
- Each panel will be assigned a unit they will judge.
- At the regional competition, students will have studied two questions per unit. You will ask the students one of those questions.
 - The Indiana Bar Foundation will let you know which question.
- At the state competition, students will have studied three questions per unit and will be two of them during the competition.
 - Again, the Indiana Bar Foundation will let each panel know which question to ask the classes.

Judging Organization & Structure

- Each panel will need designate a chairperson for each round.
- The chairperson can change from round to round.
- The chairperson's primary function is to reach the designated question at the beginning of the round.

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We the People
Competition Process

2021 WTP REGIONAL COMPETITION



Competition Process

- Judges will log into the Zoom room that corresponds to their unit assignment. You will be provided the link to your correct Zoom room.
- A facilitator will be in the Zoom room with the judges. The facilitator will be the host of the Zoom room, time the competition, and keep things in working order.
- A breakout room will be used for judges to give them a “virtual room” they can go to have short discussions among themselves in between classes and not in the presence of any of the participating students.

Competition Process

- At the scheduled times, the students in the various classes will enter the Zoom room.
- Once everyone gets settled, the judges will introduce themselves and ask the students to introduce themselves.
- Once introductions have concluded, the judge chairperson for that round will read the designated question
 - The question includes the numbered root question and the bullet points, but it does NOT include the “suggested follow up questions.”

Reading the WTP Hearing Question

Unit Two: How Did the Framers Create the Constitution?

3. What were the major differences between the Federalists and Anti-Federalists?

- How did the arguments of the Federalists and the Anti-Federalists reflect their points of view regarding natural rights, republicanism, and the powers of the states?
- Why are the Federalist and Anti-Federalist debates still relevant today?

Suggested follow-up questions:

- a. Why did the Anti-Federalists believe that representative government could work only in small communities of citizens with similar interest and beliefs?
- b. How did the Federalists respond to the Anti-Federalists fears about a large republic?
- c. Why did the Federalists believe that they could not rely solely on civic virtue to make the new nation work properly? Do you agree or disagree? Why?
- d. What role, if any, can or should civic virtue play in today's society?
- e. Why did the Federalists claim that the Constitution did not need a Bill of Rights? Do you agree or disagree with them? Why?



Not part of the question to be read



Question to be read: Root question plus bullet points



Not part of the question to be read

Student Prepared Statements

- Once the question has been read, the panel of students have a maximum of four minutes to answer it. Students may use notes during this portion of the competition.
- The facilitator/timekeeper will give a “one minute warning” after three minutes and a “stop” signal after four minutes.
- Should the student panel not use all four minutes, the time not used will be added to the follow up question time.
- Should the students go over the time limit, the judges have the discretion to allow a few extra seconds to finish their thought.
- Judges should be cognizant of the inherent digital lag that comes with a Zoom meeting as well as the “newness” of an online competition. Use your best judgement when it concerns timing the competition and be flexible in allowing any extra time.

Follow Up Q&A

- After the four-minute prepared statement, the student panelists are expected to put away any notes they might be using.
 - Sometimes the judging panel may need to remind them to do so
 - Being online, it will be difficult, if not impossible, to monitor that every student is not using notes during this part of the competition. Students and teachers will be asked to follow the rules of the competition and hold themselves to a high ethical standard.
- The judging panel will then begin to ask follow up questions to the students. This will last six minutes, plus any remaining, unused time from the students' prepared statement.

Follow Up Questions

- The follow up questions are used to probe the depth and breadth of what the students know as well as continue the conversation on the constitutional topic at hand
- Follow up questions can be derived from several sources, preferably in this order:
 1. Questions should be created based on students' opening presentation. Anything the students discuss in their opening is fair game for further questioning
 2. Judges can create their own questions based on the original question the students answered.
 3. Suggested follow up questions are provided.
- Questions should be short and succinct. Avoid multi-part questions.
- If a part of the content in the prepared statement is unclear, you may ask the students to use examples to clarify what they meant.

Provided Suggested Follow Up Questions

Unit Two: How Did the Framers Create the Constitution?

3. What were the major differences between the Federalists and Anti-Federalists?
 - How did the arguments of the Federalists and the Anti-Federalists reflect their points of view regarding natural rights, republicanism, and the powers of the states?
 - Why are the Federalist and Anti-Federalist debates still relevant today?

Suggested follow-up questions:

- a. Why did the Anti-Federalists believe that representative government could work only in small communities of citizens with similar interest and beliefs?
- b. How did the Federalists respond to the Anti-Federalists fears about a large republic?
- c. Why did the Federalists believe that they could not rely solely on civic virtue to make the new nation work properly? Do you agree or disagree? Why?
- d. What role, if any, can or should civic virtue play in today's society?
- e. Why did the Federalists claim that the Constitution did not need a Bill of Rights? Do you agree or disagree with them? Why?

These are the follow up questions you can use if you need to in order to keep your Q&A conversation going with the student panel.

Note: Some of these suggested follow up questions are multi-parted questions, as admonished in previous instruction. Use your best judgement to ask an appropriate question to gauge the students' understanding of the content.

After the Hearing

- After the round, each judge should give brief comments on the round.
- The comments should center on what they did well and constructive comments on what would make it better
 - Things on which you should not comment: dress, background, camera quality, eye contact, if everyone is in one screen or separate
- Once the feedback is completed, the Zoom room facilitator will put the judges into a breakout room

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Scoring

2021 WTP REGIONAL COMPETITION



Scoring

- A scoring rubric is provided to guide the judges in their scoring and scoring consistency
- The students are scored 1-10 in six criteria (1 is low; 10 is high):
 - **Understanding** – To what extent did the students demonstrate a clear understanding of the basic issues involved in the question
 - **Constitutional Application** – To what extent did the participants appropriately apply knowledge of constitutional history and principles?
 - **Reasoning** – To what extent did participants support positions with sound reasoning?
 - **Supporting Evidence** – To what extent did participants support positions with historical or contemporary evidence, examples, and/or illustrations?
 - **Responsiveness** – To what extent did participants answer the question asked?
 - **Participation** – To what extent did most group members contribute to the groups' presentation?
- Agreement/unanimity on scores among judges is not necessary, but you should be in the same ballpark.



We the People
THE CITIZEN AND THE CONSTITUTION

Directed by the Center for Civic Education and funded by the U.S. Department of Education under the Education for Democracy Act approved by the United States Congress.

Scoring Rubric

- How the scoring rubric breaks down the scores

SCORING GUIDE – WE THE PEOPLE SIMULATED CONGRESSIONAL HEARING

<p>1. UNDERSTANDING To what extent did participants demonstrate a clear understanding of the basic issues addressed by the questions?</p>	<p>9-10 in-depth understanding: key concepts/themes/issues/relationships identified, fully defined and extensively described (e.g., origin, development, people, significance, impact); acknowledgment of opposing viewpoints (if any)</p> <p>7-8 good understanding: key concepts, etc., identified, defined, and fully described, including significance</p> <p>5-6 average understanding: key concepts, etc., identified, partially defined, and described</p> <p>3-4 fair understanding: some concepts, etc., identified, inadequately defined, and described</p> <p>1-2 little understanding: few concepts, etc., identified, inadequately defined, or described</p>
<p>2. CONSTITUTIONAL APPLICATION To what extent did participants appropriately apply knowledge of constitutional history and principles?</p>	<p>9-10 full, accurate, and appropriate application of knowledge (e.g., historical and current application, examples, effects, results, problems, issues, future issues)</p> <p>7-8 accurate and appropriate with partial application</p> <p>5-6 mostly accurate and appropriate with minor errors and inappropriate application</p> <p>3-4 some accurate and appropriate with significant inappropriate application</p> <p>1-2 mostly inaccurate and inappropriate with little or no application</p>
<p>3. REASONING To what extent did participants support their positions with sound reasoning?</p>	<p>9-10 strong support of positions with sound reasoning: conclusions reached with consideration of opposing viewpoints, opinions with reasons, noting relationships, grasping principles, logical inferences</p> <p>7-8 support with sound reasoning for most positions</p> <p>5-6 support with sound reasoning for some positions</p> <p>3-4 support with opinions, beliefs, guesses</p> <p>1-2 no support</p>
<p>4. SUPPORTING EVIDENCE To what extent did participants support their positions with historical or contemporary evidence, examples, and/or illustrations?</p>	<p>9-10 accurate support of positions with extensive historical or contemporary evidence, examples, illustrations</p> <p>7-8 accurate, good, but partial support of positions</p> <p>5-6 accurate support of some positions; inaccurate support of others</p> <p>3-4 mostly inaccurate support of positions</p> <p>1-2 little/no support of positions</p>
<p>5. RESPONSIVENESS To what extent did participants' answers address the questions asked?</p>	<p>9-10 accurate and full response to all questions: main and subquestions, follow-up questions</p> <p>7-8 accurate and full response to main and subquestions; partial response to follow-up questions</p> <p>5-6 partial response to main and subquestions; partial response to follow-up questions</p> <p>3-4 partial response to main and subquestions; little or no response to follow-up questions</p> <p>1-2 partial response to main question only; little or no response to follow-up questions</p>
<p>6. PARTICIPATION To what extent did <u>most</u> group members contribute to the group's presentation?</p>	<p>9-10 participation by all/most on an equal basis</p> <p>7-8 participation by ¾ of group</p> <p>5-6 participation by ½ of group</p> <p>3-4 participation by ¼ of group</p> <p>1-2 no participation</p>

Adapted from a scoring guide developed by the Hawaii We the People program.

Center for Civic Education • 5145 Douglas Fir Road • Calabasas, CA 91302-1440
(818) 591-9321 • Fax (818) 591-9330 • cce@civiced.org • www.civiced.org

Unit 1



We the People
THE CITIZEN AND THE CONSTITUTION

Directed by the Center for Civic Education and funded by the U.S. Department of Education under the Education for Democracy Act approved by the United States Congress.

Congressional Hearing Group Score Sheet

For each criterion listed, score the group on a scale of 1 to 10, with 10 being the best score. Use a separate form for each group.

1-2 = Poor 3-4 = Fair 5-6 = Average 7-8 = Above Average 9-10 = Excellent

	SCORE	NOTES
1. UNDERSTANDING: To what extent did participants demonstrate a clear understanding of the basic issues involved in the question?		
2. CONSTITUTIONAL APPLICATION: To what extent did participants appropriately apply knowledge of constitutional history and principles?		
3. REASONING: To what extent did participants support positions with sound reasoning?		
4. SUPPORTING EVIDENCE: To what extent did participants support positions with historical or contemporary evidence, examples, and/or illustrations?		
5. RESPONSIVENESS: To what extent did participants' answers address the question asked?		
6. PARTICIPATION: To what extent did <u>most</u> group members contribute to the group's presentation?		
GROUP TOTAL		
JUDGE: _____	TIEBREAKER*	

*Please designate a score of any number between 0 and 100 that reflects this group's OVERALL performance. (This score will be used only in the event of a tie.) Please use the following scale:

Outstanding	90 to 100 points	Average	50 to 69 points
Very Good	80 to 89 points	Below Average	30 to 49 points
Above Average	70 to 79 points	Poor	0 to 29 points

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Score Sheet

Things to complete on a score sheet:

Scores for each criteria

Total Score

Tiebreaker

Online Scoring

- An online score sheet will be used to collect the scores for the online competition
- It's recommended that judges keep a paper copy of the forms used for each class while "in the moment." Once you've seen the classes, you can then convert your scores into the online score submission form.
- Scores must be submitted no later than 30 minutes after the conclusion of the final hearing.

Online Score Sheet

Congressional Hearing Group Score Sheet

Unit *

School *

Judge's Name *

Drop down boxes allow you to indicate

- Unit you are judging
- School/Class you are judging
 - Some schools have multiple classes, so please be careful and doublecheck you have the right school and class.
- Judge (your) name

Online Score Sheet

For each criterion listed below, score the group on a scale of 1 to 10, with 10 being the best score.
Use a separate form for each group.

1-2 = Poor 3-4 = Fair 5-6 = Average 7-8 = Above Average 9-10 = Excellent

UNDERSTANDING *

To what extent did participants demonstrate a clear understanding of the basic issues involved in the question?

CONSTITUTIONAL APPLICATION *

To what extent did participants appropriately apply knowledge of constitutional history and principles?

REASONING *

To what extent did participants support positions with sound reasoning?

SUPPORTING EVIDENCE *

To what extent did participants support positions with historical or contemporary evidence, examples, and/or illustrations?

RESPONSIVENESS *

To what extent did participants' answers address the question asked?

PARTICIPATION *

To what extent did MOST group members contribute to the group's presentation?

GROUP TOTAL

- Dropdown boxes allow you to score each criteria with 1-10 points each (1 is low; 10 is high)
- The group total at the bottom will automatically add up your scores.
- Compare that with the paper copy you used during the hearing to make sure things are the same.

Online Score Sheet

Please designate a score of any number between 0 and 100 that reflects this group's OVERALL performance. (This score will be used only in the event of a tie.) Please use the following scale:

Outstanding	90 to 100 points	Average	50 to 69 points
Very Good	80 to 89 points	Below Average	30 to 49 points
Above Average	70 to 79 points	Poor	0 to 29 points

TIEBREAKER *

Submit

- Your tiebreaker score must be entered manually
 - Tiebreaker is scored 1-100 using whole numbers
 - This should be an indicator of the general sense of how the panel did overall
- Double check all parts of the score sheet are entered and match:
 - Unit
 - School/Class
 - Judge Name
 - Scores per criteria
 - Tiebreaker
- Push Submit
 - The form will not let you submit unless all parts of the score sheet are complete

Scoring Guidance

- Use the scoring rubric for consistency.
 - Score to the rubric, not against the other classes
- Use the time in your breakout room in between classes to discuss privately with your other judging panelists about their general impressions or to determine if there are major discrepancies.
 - Remember, in between classes, judges will be put in a private breakout room where they will have private time away from the classes.
- Agreement on scores among judges is not necessary.
- Do not share your scores with persons not on your judging panel.
- Scoring to the rubric will add consistency to your scoring. But don't score the first few classes you see in a way that you will lose your ability to make distinctions in later rounds
 - Check your expectations of what a class will present and don't score too high or too low. Evaluate the argument presented using the rubric.

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Final Tips & Reminders

2021 WTP REGIONAL COMPETITION



General DOs and DON'Ts

- DO – Direct follow up questions to the entire panel and not to any individual student.
- DO – While you're expected to explore the depth of the students' understanding of the content, do so in a civil and friendly manner. This should be 100% constructive.
- DON'T – Don't use dress, camera quality, or background as a factor in your scoring.
- DON'T – Don't use the fact they do or do not use notes in their prepared statement as a factor in your scoring.
- DON'T – Don't use the fact that you agree or disagree with the students' argument as a factor in your scoring. An analysis different from yours, if supported by valid reasoning and appropriate evidence, should be judged on its own merits.

Zoom Tips

- Judges should dress in business attire
 - Be aware of your movements and your camera picking up your attire. Yes, most times, you will be seen waist up, but be aware you will be on camera.
- Set up in a quiet place that will allow you to have no interruption for the duration of the competition block.
 - Keep muted during non-speaking times in case there is an interruption. Be prepared to unmute quickly when you're ready to speak to not waste time during the competition.
- Have a clean background
 - No bright lights behind you. Have a clean room.
 - If not distracting, you may choose to use a virtual background.
- Have a technology backup plan prepared.
 - Connect to the internet via hardwire instead of Wi-Fi, if possible
 - Have a backup internet connection, if possible (cell phone hotspot)
 - Have Zoom app downloaded on your phone and connect that way as a backup.

Thank You!

- Thank you for taking your time to participate in the 2021 Indiana We the People competition
- Throughout the competition, you will be helping to determine our eventual state champion. But we also have the goal to give the students the opportunity to showcase their civic knowledge and understanding of the U.S. Constitution
- We need your help in making this competition a fulfilling experience that it will prompt each teacher to bring their class back to the competition in future years. Be aware of the hours of work each teacher put into this, especially through educational challenges faced in every classroom over the last year or two.