The Cost of Inequality
Unit by Motor City Educators, part of the 2021 cohort of *The 1619 Project* Education Network

1619 | Education Network

The Cost of Inequality
Facilitator Discussion and CER Rubric

EQ: What is the cost of inequality?

	5	4	3	2	1
Claim	Clear and concise claim that connects to the EQ and stands out	Claim is well written and detailed that connects to EG	Claim is well written but brief still connects to EQ	Claim is lacking details that connect to EQ, may be unclear to the reading	There is minimal to no connection to the EQ
Evidence	Multiple examples of evidence, both from the 1619 Project and supplemental, used to support claim	Several pieces of evidence are used to support claim, mostly from the 1619 resources	A few pieces of evidence are used to support claim	Only a single piece of evidence is used to support claim	There are no pieces of evidence used to support claim
Reasoning	Student thoughtfully, with plenty of detail, connects claim and evidence together with insightful analysis of the EQ	Student connects claim and evidence together with unique analysis of the EQ	Student connects claim and evidence together and revists the EQ	Student does not connect both claim and evidence to the EQ and/or lacks analysis of the EQ	Students does not connect claim and evidence, nor revisits the EQ
Active Participation	Student participates in civic discourse multiple times providing both insight and questions to guide the discussion	Student participates multiple times during the discourse that help progress the conversation forward	Student participates in the conversation a few times with thoughtful comments or questions	Student may participate a single time in the conversation	Student is completely disengaged from the conversation adding no insight nor questions

Comments: