**Rubric: Detailed Exploration of Personal Topics in SWGS 30 Zine Project**

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| Criteria  |  4 Points      |  3 Points  | 2 Points  | 1 Point |
| Depth of Exploration  | The exploration of personal topics is thorough, detailed, and demonstrates a deep understanding of the concepts and issues related to SWGS 30. | The exploration of personal topics is substantial and provides a good understanding of the concepts and issues related to SWGS 30 | The exploration of personal topics is limited and lacks depth in understanding the concepts and issues related to SWGS 30. | The exploration of personal topics is minimal and lacks understanding of the concepts and issues related to SWGS 30. |
|  Feminist Perspective  |  The exploration demonstrates a strong feminist lens, critically analyzing and challenging societal norms and structures related to sexuality, women, and gender.  |  The exploration demonstrates a feminist lens, analyzing and challenging some societal norms and structures related to sexuality, women, and gender. | The exploration demonstrates a limited feminist lens, with minimal analysis and challenge of societal norms and structures related to sexuality, women, and gender.  | The exploration lacks a feminist lens and does not analyze or challenge societal norms and structures related to sexuality, women, and gender. |
| Creativity and Originality |  The exploration is highly creative and original, utilizing innovative approaches and ideas to express personal topics in the SWGS 30 zine project. | The exploration is creative and original, utilizing unique approaches and ideas to express personal topics in the SWGS 30 zine project. | The exploration lacks creativity and originality, relying on conventional approaches and ideas to express personal topics in the SWGS 30 zine project.  | The exploration is not creative or original, using conventional approaches and ideas to express personal topics in the SWGS 30 zine project. |
| Community Involvement  | The exploration actively involves the community, seeking input and feedback, and fostering dialogue and collaboration in the youth creation project. | The exploration involves the community to some extent, seeking limited input and feedback, and promoting some dialogue and collaboration in the youth creation project. |  The exploration has minimal community involvement, with limited efforts to seek input and feedback, and limited promotion of dialogue and collaboration in the youth creation project.  |  The exploration lacks community involvement, with no efforts to seek input and feedback, and no promotion of dialogue and collaboration in the youth creation project. |
| Overall Quality     | The exploration is of exceptional quality, demonstrating a high level of critical thinking, empathy, reflection, and a strong commitment to social justice. | The exploration is of good quality, demonstrating a solid level of critical thinking, empathy, reflection, and a commitment to social justice.  | The exploration is of average quality, demonstrating some level of critical thinking, empathy, reflection, and a limited commitment to social justice.  | The exploration is of poor quality, demonstrating minimal critical thinking, empathy, reflection, and a lack of commitment to social justice. |