

**Global Health Packet Rubric {General}**

Teacher Name: **Mr. Barrow**

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	NS/0
<b>Content: FOCUS 1</b> {Staying on topic}	Maintains focus on topic/subject throughout response.	May exhibit minor lapses in focus on topic/subject.	May lose or may exhibit major lapses in focus on topic/subject.	May fail to establish focus on topic/subject.	
<b>Content: SUPPORT</b> {Use of outside resources; Adequate amount of in-text citations; Correct format and use of in-text citations}	Support information is related to and supportive of the topic/subject.	Support information has minor weaknesses in relatedness to and/or support of the topic/subject.	Support information has major weaknesses in relatedness to and/or support of the topic/subject.	An attempt has been made to add support information, but it was unrelated or confusing.	
<b>Content: STYLE - Vocabulary</b> {Exhibition of, and skilled use of, vocabulary}	Exhibits skillful use of vocabulary that is precise and purposeful.	Exhibits reasonable use of vocabulary that is precise and purposeful.	Exhibits minimal use of vocabulary that is precise and purposeful.	Lacks use of vocabulary that is precise and purposeful.	
<b>Content: ORGANIZATION 2</b> {Organization of individual responses of questions posed within case study}	Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events is evident.	Ideas/events are presented in a random fashion.	
<b>Content: ELABORATION</b> {Identifies, and includes, ALL important and specific details; Depth of knowledge is illustrated; Skillful use of outside resources, and in-text citations, to elaborate on questions.}	Elaboration consists of specific, developed details.	Elaboration consists of some specific details.	Elaboration consists of general and/or undeveloped details, which may be presented in a list-like fashion.	Elaboration is sparse; almost no details.	
<b>Use of Facts/Statistics</b>	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.	

<b>Response to Questions</b>	Answers to questions were clear, well-informed and relevant.	Answers to questions were somewhat clear.	Answers to questions were somewhat ineffective.	Answers to questions were totally ineffective.	
<b>Conclusion {If Applicable}</b> (Summary of knowledge gained while completing case study; Summary of concepts learned while completing case study; One page in length*)	Conclusion includes whether the findings supported the hypothesis, possible sources of error, and what was learned from the experiment.	Conclusion includes whether the findings supported the hypothesis and what was learned from the experiment.	Conclusion includes what was learned from the experiment.	No conclusion was included in the report OR shows little effort and reflection.	
<b>Ideas/Research Questions</b> (Illustration of in-depth research to answer questions of case study; Development of new questions/ideas/concepts from research conducted; Superior exhibition of research for case study)	Researchers independently identify at least 4 reasonable, insightful, creative ideas/questions to pursue when doing the research.	Researchers independently identify at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with some adult help, at least 4 reasonable ideas/questions to pursue when doing the research.	Researchers identify, with considerable adult help, 4 reasonable ideas/questions to pursue when doing the research.	
<b>Drawings/Diagrams {If applicable}</b>	Clear, accurate diagrams are included and make the experiment easier to understand. Diagrams are labeled neatly and accurately.	Diagrams are included and are labeled neatly and accurately.	Diagrams are included and are labeled.	Needed diagrams are missing OR are missing important labels.	
<b>Spelling, Punctuation and Grammar</b> (Includes writing in 3rd person and past tense; Any use of 1st or 2nd person will result in an automatic 1 point score for category; Any inappropriate use of present or future tense will result in an automatic score of 1 for the category)	One or fewer errors in spelling, punctuation and grammar in the report.	Two or three errors in spelling, punctuation and grammar in the report.	Four errors in spelling, punctuation and grammar in the report.	More than 4 errors in spelling, punctuation and grammar in the report.	