

Name:

Date:

### Evaluation Rubric : La pathogene

|  | <b>Level 1</b>   | <b>Level 2</b>  | <b>Level 3</b>  | <b>Level 4</b>   |
|--|--|---|---|--|
| <p><b><u>Knowledge/Understanding</u></b><br/>                     *meets requirement of length, number of components included</p> <p>*demonstration of understanding of important concepts and issues associated with topic chosen</p> | <p>many components missing or inadequately completed</p> <p>shows little understanding of the important concepts and issues associated with the topic chosen.</p>      | <p>Two or three components missing or inadequately completed.</p> <p>shows some understanding of the important concepts and issues associated with the topic chosen</p> | <p>one component missing or inadequately completed.</p> <p>shows considerable understanding of the important concepts and issues associated with the topic chosen</p>       | <p>all components present and completed.</p> <p>shows great deal understanding of the important concepts and issues associated with the topic chosen</p>   |
| <p><b><u>Thinking/Inquiry</u></b><br/>                     *effectiveness in choosing relevant, informative subject matter</p> <p>*ability to use format to arouse interest and inform reader</p>                                      | <p>topics chosen, details provided only minimally informative about this area of the pathogen</p> <p>little effectiveness in capturing casual reader's attention</p>   | <p>topics chosen, details provided somewhat informative about this area of the pathogen</p> <p>some effectiveness in capturing casual reader's attention</p>            | <p>topics chosen, details provided very informative about this area of the pathogen</p> <p>considerable effectiveness in capturing casual reader's attention</p>            | <p>topics chosen, details provided extremely informative about this area of the pathogen</p> <p>a great deal effectiveness in capturing casual reader's attention</p>                            |
| <p><b><u>Communication</u></b><br/>                     *effectiveness of communication of message</p> <p>*spelling, grammar</p>   | <p>information and ideas have been communicated with limited effectiveness</p> <p>very high number of spelling and grammar errors</p>                                  | <p>information and ideas have been communicated with some effectiveness</p> <p>a considerable number of spelling and grammar errors</p>                                 | <p>information and ideas have been communicated with considerable effectiveness most of the time</p> <p>very few number of spelling and grammar errors</p>                  | <p>information and ideas have been communicated with great deal of effectiveness consistently</p> <p>no spelling and/or grammar errors</p>   |
| <p><b><u>Application</u></b><br/>                     *can combine all required elements in an organized, effective manner</p> <p>*effectiveness in showing how it applies to pathogen</p>   | <p>limited evidence of an organization scheme or plan in writing article</p> <p>very limited effectiveness in showing current relevance/importance to the pathogen</p> | <p>some evidence of an organization scheme or plan in writing article</p> <p>some effectiveness in showing current relevance/importance to the pathogen</p>             | <p>considerable evidence of an organization scheme or plan in writing article</p> <p>considerable effectiveness in showing current relevance/importance to the pathogen</p> | <p>assignment is clearly written, with a sensible organization scheme that is logical and interesting</p> <p>extremely effectiveness in showing current relevance/importance to the pathogen</p> |
| <p><b>Comment and Overall Mark</b></p>   |  |   |   |  |