**Child Development I**

**Unit 6 – Identifying Child Abuse and Neglect**

**Summative Assessment\_1\_Brochure on Child Abuse**

**Taking Action on Child Abuse and Neglect**

***Objective:*** *Identify resources available for abused and neglected children and families.*

**SCENARIO:** You have a close friend that you feel could be in an abusive situation but does not know where to turn for help. Your assignment is to provide them with a valuable document that could help them get the help they need.

**STEPS:**

**1. Select a partner to work with to create your brochure.**

**2. Research local organizations that are available to help families who are at risk for child abuse and neglect. You will also research national organizations that offer web sites or hot lines. This research could be on the internet, local phone books, library sources, etc.**

**3. You will also use your class notes on child abuse definitions and signs.**

**4. Create a brochure that shows the options available to victims of maltreatment and their families.**

**4. Use the rubric as your guide for all information to include your brochure.**

**5. The teacher will provide supplies (paper, color pencils, etc.) for you to use.**

***BROCHURE RUBRIC IS ON BACKSIDE OF THESE DIRECTIONS***

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*Taking Action on Child Abuse Project Rubric***:**

**GROUP MEMBER(S): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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|  | **Exemplary**  **(4)** | **Accomplished**  **(3)** | **Satisfactory**  **(2)** | **Developing/ Emerging**  **(1)** | **Not Submitted/ Not Satisfactory**  **(0)** |
| **Title** | Catchy Title Relating to Theme/Topic | Appropriate Title Relating to Theme/Topic | Title Relating to Theme/Topic | Title Does Not Relate to Theme/Topic | No Title |
| **Information Points** | Includes all FOUR types of abuse AND Each type contains clearly definitions and signs of abuse information. | Includes THREE types of abuse AND/OR Each type contains average definitions and signs of abuse information. | Includes TWO types of abuse AND/OR Each type contains vague definitions and signs of abuse information. | Includes ONE types of abuse AND Each type does not contain definitions or signs of abuse information. | No types of child abuse given, or definitions, or signs of abuse information. |
| **Pictures** | Front cover of brochure has very appropriate color image to represent a healthy child in a positive way. | Front cover has an average color image that represents children in positive or negative way. | Image found somewhere other than front cover of brochure; image is not in color or attractive. | Includes very poor image that is either not in color, too graphic, little detail, or is very negative about children. | No pictures used or the pictures used are not appropriate for project. |
| **Resources Identified** | Included at least 2 beneficial LOCAL resources, and 1 beneficial web site, and 1 hotline phone number. | Includes only 1 LOCAL resource, and either 1 web site or 1 hotline phone number. | Includes only 2 of the 4 resources required from local, web site and hotline number. | Includes 1 resource; or many resources included are not beneficial to topic. | No resources included on brochure. |
| **Attractiveness** | Excellent use of font, color, graphics, etc. to enhance the presentation. | Good use of font, color, graphics, effects, etc. to enhance the presentation. | Average use of font, color, graphics, effects, etc. But, occasionally these detract from the presentation. | Use of font color, graphics, effects, etc. distract from the presentation content. | No thought was given or changes made to font color, graphics, effects, etc. |
| **Ease of Interpretation** | The flow of the presentation is excellent and easily understood by the audience. | The flow of the presentation is good and is easily understood by the audience. | The flow of the presentation is fine, but there are parts that the audience may find difficult to interpret. | The flow of the presentation is not good and the audience may have difficultly following. | The presentation is completely without flow and the audience would not be able to follow. |
| **Mechanics** | No misspellings or grammatical errors. | 3 or fewer misspellings and/or grammatical errors. | Four misspellings and/or grammatical errors. | 5-10 errors in spelling and/or grammatical errors. | The presentation is full of spelling and/or grammatical errors. |
| **Class Work Time** | Group was always on task and all discussion and computer use was related to the project. Model Students. | Group was mostly on task and all discussion and computer use was related to the project. Good Student. | Group had to be reminded 1-2 times to get to work or to focus on the project. OK students. | Group had to be reminded more than 2 times to get to work or to focus on the project. | The group was off task and did not use the class time wisely. |

Points Earned: \_\_\_\_\_\_\_\_\_\_\_\_\_ x 2 = \_\_\_\_\_\_\_\_\_\_\_/ 56 POINTS POSSIBLE