**Child Development I**

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

**Summative Assessment\_1\_Child Abuse Brochure Rubric**

**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