**The Secondary Stage (6-8)**

**Global Perspectives Rubric Sheet**

**Health and Disease (Steps and class work)**

**Student Name: Grade:**

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| **Criteria** | **Excellent**  **(5 Marks)** | **Acceptable**  **(4-3 Marks)** | **Needs Improvements**  **(2-1 Marks)** |
| **Focus**  **Constructing research questions**  **(Finding a clear focus)** | Topic clear and easily identified. and main idea is clearly appropriate to topic.  Formulates a well – constructed and focused research question which is relevant to the issue chosen. | Topic mostly clear and easily identified. and main idea is appropriate to topic.  Formulates a research question which is relevant to the issue chosen but not focused enough to be fully answered in the report. | Topic difficult to identify. And main idea not clearly stated.  Attempts to formulate a research question with some relevance to the issue chosen but the content of the report may not be fully relevant to question chosen. |
| **Research skills**  **(Methodologies)** | Students can use and decide on safe websites – methodologies to gather information.  They can also acknowledge their sources. | Students can use and decide on safe websites – methodologies to gather information but not focused enough.  They can partially acknowledge their sources. | Attempts to use and decide on safe websites and methodologies.  They can poorly acknowledge their sources. |
| **Evaluation**  **(Cross – checking data)** | Evaluates relevant sources. fully explaining the credibility of at least two sources. | Evaluates relevant sources. fully explaining the credibility of at least one source and partially explain another. | Attempts to evaluate one relevant source. Partially explaining its credibility. |
| **Communicating information.**  **(Using terminology)** | Terms and information used offer well-judged contributions that enhance  understanding of the issue. | Terms and information used offer partially contributions that enhance understanding of the issue. | Terms and information used offer poorly contributions that enhance  understanding of the issue. |

**First assessment Mark: \_\_\_\_\_\_/20**

**Teacher,**

**Yasmine Qaddoumi**