**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. |
| **Attitudes** | Cooperation  (The students worked  cooperatively in collecting  data for the project.)  Responsibility  (Students can make  decisions based on the data  gathered and the effect on  the environment.)  Caring  (The students were able to  show care towards the  environment, by creating  awareness thru their project.) | Cooperation  (The students sometimes worked cooperatively in collecting data for the project.)  Responsibility  (Students sometimes can make decisions based on the data gathered and the effect on the environment.)  Caring  (The students sometimes were able to show care towards the environment, by creating awareness thru their project.) | Cooperation  (The students rarely worked  cooperatively in collecting  data for the project.)  Responsibility  (Students rarely can make  decisions based on the data  gathered and the effect on  the environment.)  Caring  (The students rarely were able to show care towards the environment, by creating awareness thru their project.) |
| **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**