**Group Rubric- Infectious Diseases**

**Grading:**

* This assignment will be worth a total of ***85 points*** towards your quarter 4 “A-Knowledge with Understanding” standards grade. This will be a sum of your group and individual grades.
* **Group grade: 60 points**
	+ 40% peer assessments of Glog
	+ 50% teacher assessment of Glog
	+ 10% teacher assessment of outline
* **Individual grade: 25 points**
	+ Concept map and summary sheet- 5 points
	+ Preparation for roundtable discussion- 10 points
	+ Participation & group contribution- 10 points

The Glog will be graded in 2 sections:

1. References and Visual Content (36 points)
2. Biology Content (64 points)

A. References and Visual Content

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| --- | --- | --- | --- | --- | --- |
|  | **Exemplary (12)** | **Proficient (9)** | **Approaches Expectations (6)** | **Needs Improvement (3)** | **Teacher Comments** |
| Multimedia | * At least one video included that enhances content
* At least four, scientific and relevant images that enhance understanding of disease
* All images are linked with their source
* Graph is included and ***annotated***, either with a voice recording or short description
 | * Video included
* Four relevant images, linked with their sources
* Graph included
 | * Missing one or two requirements
* Multimedia included but may not enhance understanding of disease
 |  |  |
| References | * APA format used to create References document
* References document is linked to Glog
* At least five reliable, non-“.com” sources are used that include a variety of formats, such as government publications, research, news articles, and general information
 | * References document created and linked to Glog
* At least five reliable, non-“.com” sources are used
 | * References included, but either incomplete, lacking reliable sources, or in an unclear format
* Five sources included but not from non-“.com” sites
 | * Used resources that are not properly cited as references
* Less than five sources
 |  |
| Presentation | * Creative and attractive Glog
* Free from spelling and grammar errors
* Organization enhances presentation
 | * Creative and attractive
* May contain some errors in conventions
* Organization does not optimize presentation
 | * Contains distracting errors in conventions
* Organization detracts from presentation
 |  |  |

**Total Visual Content Score: /36**

B. Biology Content:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section** | **Exemplary (8)** | **Proficient (6)** | **Approaches (4)** | **(2)** | **Teacher Comments** |
| Basics | Name and summary of disease | All names (scientific and common) of disease included, as applicable.Name of disease is a focus of attention of the Glog.Description of disease is an appropriate length (1-2 sentences) and summary. | Name of disease is visible and disease is described appropriately. | Either: lacking an important element or includes slightly inaccurate information. | Lacking a significant portion of the section |  |
| Causes | Pathogen and factors | Details of biology of pathogen (cell type, specific cell structures, replication/life cycle of pathogen) included.Included any factors that affect the likelihood of infection. | All required elements are present, accurate, and logical | Either: lacking an important element or includes slightly inaccurate information | Lacking a significant portion of the section |  |
| Transmittance | Identifies details of transmittance:-Direct vs. Indirect contact-If spread through direct contact, includes details of type of contact and how it gets inside the body.-If spread through indirect contact, describes whether vector-borne or vehicle-borne and gives specific details of either the vector or vehicle that transmits it. | All required elements are present, accurate, and logical | Either: lacking an important element or includes slightly inaccurate information | Lacking a significant portion of the section |  |
| Diagnosis | Signs and Symptoms | Information is thorough and connections are made to other concepts learned in biology this year. Describes how the disease gets diagnosed, the typical symptoms of the disease, and the relative sequence of symptoms (as appropriate). Includes details of the biological effects of the disease and the particular systems affected. Describes the impact and significance of the effects on the body system (in other words, how does it disrupt homeostasis?). | All required elements are present, accurate, and logical | Either: lacking an important element or includes slightly inaccurate information | Lacking a significant portion of the section |  |
| Epidemiology | Information is thorough and connections are made to other concepts learned in biology this year. Describes distribution of disease locally, nationally, and globally. Justifies this distribution using biological, social, economic/political factors, as appropriate. Provides an overview of the history and general trends of the disease, and compares the history of the disease to the present situation (has it decreased/increased/stayed the same over time?) Justifies these trends using evidence of science or technology innovations, where appropriate. | All required elements are present, accurate, and logical | Either: lacking an important element or includes slightly inaccurate information | Lacking a significant portion of the section |  |
| Medicine | Prognosis and Immune System | Information is thorough and connections are made to other concepts learned in biology this year. Describes the duration and persisting effects of the disease, including the biology behind them. Thorough details of the immune system’s response to the pathogen that show a deep understanding of immunity. | All required elements are present, accurate, and logical | Either: lacking an important element or includes slightly inaccurate information | Lacking a significant portion of the section |  |
| Control, Treatments, Prevention | Description of the drug treatments, including their biological mechanisms (for example, are they competitive inhibitors of enzymes? What enzymes specifically?). If there are no cures, this is explained. Treatment includes both medical care and at-home remedies, as appropriate.Prevention is explained in terms of medical and nonmedical preventions. If vaccines are available, gives a through overview of the vaccine.  | All required elements are present, accurate, and logical. Describes drug treatments (pharmacology) and their biology.If there are no cures, this is stated.Treatment and prevention is explained as relevant. If vaccines are available, they are described. | Either: lacking an important element or includes slightly inaccurate information | Lacking a significant portion of the section |  |
| Current research; other information of interest | Information is thorough and connections are made to other concepts learned in biology this year. Describes all significant current areas of research, such as drug development, public health programs, and important clinical trials. Suggests why these are important or suggestions other potential studies. | All required elements are present, accurate, and logical. Describes current areas of research, such as drug development, public health programs, and important clinical trials. Suggest general importance of research focuses. | Either: lacking an important element or includes slightly inaccurate information | Lacking a significant portion of the section |  |

**Total Biology Content Score: /64**

**Grade Calculation:**

Group Grade: 60 points in grade book

* + 40% peer assessments of Glog
	+ 50% teacher assessment of Glog
	+ 10% teacher assessment of outline

Your Group Grade:

* Teacher assessment of Glog (50%): /100 🡪 /30
* Peer assessments of Glog (40%):
	+ - AVERAGE SCORE: /100 🡪 /24
* Teacher assessment of outline (10%): /6
* **Total group grade: /60**