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| |  | | --- | | **Create a Virus Project: 50 Pt (virus document)**  Teacher Name: **Ms. Arney**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **1** | **0** |
| **Root-Cause** | Epidemiology is well-articulated in 2 paragraphs; origin (or speculation of origin) is logical, creative, and clear. | Epidemiology is well-articulated in 1 paragraph; origin (or speculation of origin) is logical, creative, and clear. | Epidemiology is explained with less clarity, development, or logic than a 3-response. | Hasty and confusing epidemiology. If a root cause is not clear, there is a weak speculation. | No epidemiology or root cause provided in paper. |
| **Symptoms** | Symptoms are well-articulated in 2 paragraphs or a comprehensive and detailed time-line. Symptoms are logical for the virus and its origin. | Symptoms are well-articulated in 1 paragraph or a slightly-less comprehensive and detailed time-line. Symptoms are logical for the virus and its origin. | Symptoms are well-articulated in 1 paragraph or a slightly-less comprehensive and detailed time-line. But symptoms are not logical or clearly connected to the virus and its origin. | Student provides a bulleted timeline or list of symptoms without any details. | Underdeveloped, hasty, and confusing symptoms. Shows little effort. |
| **Result** | Outcome of disease is creatively, clearly, and articulately delineated in 2 well-written paragraphs. Logical outcome to this invented virus. | Outcome of disease is creatively, clearly, and articulately delineated in 1 well-written paragraph. Logical outcome to this invented virus. | Outcome of disease is creative, but perhaps not very logical when examining the symptoms or epidemiology. | Hasty and confusing outcome statement. Gaps between the virus, symptoms, and this outcome | Poorly written, severely underdeveloped result statement (less than a paragraph) |
| **Mechanics, Style, Grammar, Tone/Voice** | Demonstrates proficiency of SEGU; essentially no errors, even with sophisticated language; maintains appropriately formal tone and uses discipline-related jargon. | Demonstrates mastery of SEGU; essentially no errors, even with sophisticated language; Errors do not interfere with understanding of assignment. Maintains appropriate and formal tone. | Demonstrates emerging-control of SEGU; needs more proofreading; some errors interfere with comprehension. Does not maintain formal tone consistently. | Demonstrates developing control of conventions; errors hinder comprehension; tone fluctuates. | Lack of control of conventions; inconsistent or inappropriate tone; does not take assignment "seriously", even if the virus is frivolous. |

Virus Visual (document visual & presentation slide show): 20 points

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Document visual** | Visuals include some original material and are clearly related to the material being presented. | Visuals are clearly related to the material being presented, but none are original. | Visuals include some original material but are only somewhat related to the material being presented. | Visuals are not related to the material being presented. |
| **SlideShow** | Slideshow enhances all of the various parts of the oral presentation. | Slideshow enhances most of the parts of the oral presentation | Slideshow is limited to very few slides and does not reflect most of the presentation. | Minimal slides used to enhance presentation. |
| **Creativity & Appropriateness** | Students creatively incorporate visuals into presentation to clarify the project (root cause; symptoms; results). All slides are appropriate and promote enjoyment of viewer. | Students incorporate visuals into presentation to clarify the project. Slides are appropriate. | Some slides used creatively. OR 1 inappropriate or poorly used slide. | Minimal creativity; weak use of slides OR use of inappropriate slides. |