

Am I My Brother's Keeper? Brochure Rubric

Content	4	3	2	1
Description of role	Role description includes a general explanation of the profession and thorough descriptions of the work done by professionals in the field, including several specific examples.	Role description includes explanation of the profession and the work done by professionals in the field, with some specific examples.	Role description may include some incomplete or inaccurate descriptions and may have insufficient examples.	Role description may be inaccurate or include no examples.
Identification of professionals in the field	<p>The work of several professionals that work(ed) in countries or areas experiencing famine is highlighted by</p> <ul style="list-style-type: none"> • Describing the context in which the work was done and how the professionals responded to the context • Describing the work in an appropriate amount of detail • Connecting the work to the general skills and responsibilities of the role • Describing the unique contributions of each professional 	<p>The work of at least two professionals that work(ed) in countries or areas experiencing famine is highlighted by</p> <ul style="list-style-type: none"> • Describing in appropriate detail the context in which the professional worked and the work that was done 	<p>The work of at least one professional that work(ed) in a country or area experiencing famine is highlighted by</p> <ul style="list-style-type: none"> • Describing the work of the professional in the field 	The work of professional(s) is described inaccurately or incompletely.
Description of how professionals in the role can contribute to knowledge and relief of famine	<p>Description of how professionals in the role can contribute to knowledge and relief of famine reflects</p> <ul style="list-style-type: none"> • Thorough 	<p>Description of how professionals in the role can contribute to knowledge and relief of famine reflects</p> <ul style="list-style-type: none"> • Understanding of the 	<p>Description of how professionals in the role can contribute to the knowledge and relief of famine reflects</p> <ul style="list-style-type: none"> • Some, superficial 	<p>Description of how professionals in the role can contribute to the knowledge and relief of famine reflects</p> <ul style="list-style-type: none"> • Little or inaccurate

	<p>understanding of the role</p> <ul style="list-style-type: none"> • Deep, accurate knowledge about the causes and effects of famine in a variety of contexts 	<p>role</p> <ul style="list-style-type: none"> • Knowledge about the causes and effects of famine 	<p>understanding of the role</p> <ul style="list-style-type: none"> • Incomplete knowledge about causes and effects of famine 	<p>understanding of the role</p> <ul style="list-style-type: none"> • Inaccurate information about causes and effects of famine
<p>Articles about three situations in which professionals in the role have contributed to famine relief</p>	<p>Three articles about work in famine relief related to professionals in the role include</p> <ul style="list-style-type: none"> • Political, social, and cultural context of the famine • Specific references to the skills and strategies related to the role • Descriptions and explanations of the interrelationships of countries and individuals related to famine • Synthesis of information from more than one source and the author's point of view 	<p>Three articles about work in famine relief related to professionals in the role include</p> <ul style="list-style-type: none"> • Context of the famine • References to the skills and strategies related to the role • Synthesis of information from more than one source 	<p>Two or three articles about work in famine relief related to professionals in the role include</p> <ul style="list-style-type: none"> • A few references to the context of the famine • A few references to the skills and strategies related to the role • Information often paraphrased from one source 	<p>One or two articles about work in famine relief related to professionals in the role include</p> <ul style="list-style-type: none"> • Copied or paraphrased information from only one source
<p>Answer to the question “Am I my brother’s keeper?” from the perspective of the role</p>	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Thorough understanding of the skills and responsibilities of the role • Understanding of the complexity and scope of the concept of caring for all those who suffer from famine 	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Understanding of the skills and responsibilities of the role • Some understanding of the complexity and scope of the concept of caring for all those who suffer from famine 	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Limited, possibly inaccurate, understanding of the skills and responsibilities of the role • Superficial understanding of the complexity and scope of the concept of caring for all those who suffer from famine 	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Inaccurate, incomplete, or superficial understanding of the skills and responsibilities of the role • Inaccurate, incomplete, or superficial understanding of the concept of caring for

<p>Answer to the question “Can famine be prevented?” from the perspective of the role</p>	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Thorough understanding of the skills and responsibilities of the role • Deep understanding of the variety of causes and consequences of famine • A realistic and well-reasoned point of view supported by credible evidence 	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Some understanding of the skills and responsibilities of the role • Consideration of the causes and consequences of famine • Good reasoning and evidence 	<p>Answer to question reflects</p> <ul style="list-style-type: none"> • Limited or inaccurate understanding of the skills and responsibilities of the role • Little consideration of the causes and consequences of famine • Flawed reasoning or poor evidence 	<p>all those who suffer from famine</p> <p>Answer to question reflects</p> <ul style="list-style-type: none"> • Inaccurate understanding of skills and responsibilities of the role • No consideration of the causes and consequences of famine • Flawed reasoning and poor evidence
<p>Writing is interesting and contains appropriate style, structure, and mechanics</p>	<p>Writing:</p> <ul style="list-style-type: none"> • Has a structure that enhances the intended meaning • Flows smoothly from topic to topic and within topics using effective transitions • Is interesting and lively, with effective and creative use of language, variety of sentence, and paragraph structure • Reflects appropriate tone and voice • Uses interesting and appropriate vocabulary for subject and audience • Has no spelling, punctuation, capitalization, or usage errors 	<p>Writing:</p> <ul style="list-style-type: none"> • Has a structure that conveys the intended meaning • Has transitions that connect ideas • Is interesting, with effective use of language and some variety of sentence and paragraph structure • Uses appropriate tone and voice • Uses appropriate vocabulary • Has no spelling, punctuation, capitalization, or usage errors that detract from meaning 	<p>Writing:</p> <ul style="list-style-type: none"> • Has a structure that may interfere with the intended meaning • Has a few transitions that connect ideas • Uses predictable language and simplistic sentence and paragraph structure • May use inappropriate tone or voice • Uses limited vocabulary • Has some spelling, punctuation, capitalization, or usage errors that detract from meaning 	<p>Writing:</p> <ul style="list-style-type: none"> • Has no discernible structure • Has no transitions to connect ideas • Has predictable language and simplistic sentences and paragraphs that detract from the meaning • Uses inappropriate tone and voice • Uses very limited vocabulary • Has many spelling, punctuation, capitalization, or usage errors that detract from meaning

<p>Appearance: Graphic elements effectively enhance the meaning of the content</p>	<p>Brochure is made aesthetically pleasing and catches the reader's attention by using</p> <ul style="list-style-type: none">• Graphics and images to complement, enhance, and support content of the brochure• Various fonts and layout styles that contributes to the overall design and meaning of the brochure	<p>Brochure is made aesthetically pleasing by using</p> <ul style="list-style-type: none">• Graphics and images appropriately• Fonts and layout styles appropriately	<p>Brochure's appearance interferes with the content by having too many, too few, or inappropriate graphics, images, or font styles.</p>	<p>Brochure's appearance interferes with the content by using no graphics, images, or font styles to complement the content, or too many graphics with very little text.</p>
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