

**Task Rubric – A Report on a Natural Hazard**

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/Understanding</b>					
<b>The student:</b>					
2	<ul style="list-style-type: none"> <li>- accurately identifies and describes the mechanisms of change as they apply to the particular hazard being studied at the named location</li> </ul>	<ul style="list-style-type: none"> <li>- identifies and describes the mechanisms of change with limited accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- identifies and describes the mechanisms of change with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- identifies and describes the mechanisms of change with considerable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- identifies and describes the mechanisms of change with a high degree of accuracy</li> </ul>
<b>Thinking/Inquiry</b>					
<b>The student:</b>					
3	<ul style="list-style-type: none"> <li>- provides government officials with effective advice on short-term preparation (e.g., suggestions are practical; justification is sound)</li> <li>- provides government officials with effective advice on long-term preparation (e.g., suggestions are practical; justification is sound)</li> <li>- provides government officials with useful steps for dealing with the aftermath of a disaster (e.g., steps are practical; supporting statements are sound)</li> </ul>	<ul style="list-style-type: none"> <li>- provides advice on short-term preparation that is of limited effectiveness</li> <li>- provides advice on long-term preparation that is of limited effectiveness</li> <li>- provides steps for dealing with the aftermath of a disaster that are of limited usefulness</li> </ul>	<ul style="list-style-type: none"> <li>- provides advice on short-term preparation that is somewhat effective</li> <li>- provides advice on long-term preparation that is somewhat effective</li> <li>- provides steps for dealing with the aftermath of a disaster that are somewhat useful</li> </ul>	<ul style="list-style-type: none"> <li>- provides advice on short-term preparation that is of considerable effectiveness</li> <li>- provides advice on long-term preparation that is of considerable effectiveness</li> <li>- provides steps for dealing with the aftermath of a disaster that are of considerable usefulness</li> </ul>	<ul style="list-style-type: none"> <li>- provides advice on short-term preparation that is highly effective</li> <li>- provides advice on long-term preparation that is highly effective</li> <li>- provides steps for dealing with the aftermath of a disaster that are highly useful</li> </ul>

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Communication</b>					
<b>The student:</b>					
4	<ul style="list-style-type: none"> <li>writes a report that is clear and logically organized</li> <li>uses a voice and language that are appropriate for an audience of government officials (e.g., formal tone, correct terminology)</li> <li>provides a visual that supports and enhances the written information</li> </ul>	<ul style="list-style-type: none"> <li>writes a report that is limited in clarity and logical organization</li> <li>uses a voice and language that are appropriate to a limited degree</li> <li>provides a visual that supports and enhances the written information to a limited degree</li> </ul>	<ul style="list-style-type: none"> <li>writes a report that has some degree of clarity and logical organization</li> <li>uses a voice and language that are somewhat appropriate</li> <li>provides a visual that supports and enhances the written information to some degree</li> </ul>	<ul style="list-style-type: none"> <li>writes a report that has a considerable degree of clarity and logical organization</li> <li>uses a voice and language that are appropriate to a considerable degree</li> <li>provides a visual that supports and enhances the written information to a considerable degree</li> </ul>	<ul style="list-style-type: none"> <li>writes a report that has a high degree of clarity and logical organization</li> <li>uses a voice and language that are highly appropriate</li> <li>provides a visual that supports and enhances the written information to a high degree</li> </ul>
<b>Application</b>					
<b>The student:</b>					
1	<ul style="list-style-type: none"> <li>effectively evaluates the impact of the hazard on the local population (e.g., provides relevant and detailed information)</li> </ul>	<ul style="list-style-type: none"> <li>evaluates the impact on the local population with limited effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>evaluates the impact on the local population with some effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>evaluates the impact on the local population with considerable effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>evaluates the impact on the local population with a high degree of effectiveness</li> </ul>

\*The expectations that correspond to the numbers given in this chart are listed on page 9.

*Note:* A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.