![C:\Users\lausd_user\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KS39HG8S\MC900056790[1].wmf]()EQ Final Rubric![C:\Users\lausd_user\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\19DIT09L\MC900104976[1].wmf]()

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CATEGORY | **35** | **20** | **10** | **5** | **TOTAL** |
| **Point of View - Awareness of Audience and need to prepare for an earthquake.**  | Strong awareness of audience in the design. Students can clearly explain why they need to prepare for an earthquake.  | Some awareness of audience in the design. Students can partially explain why they need to prepare for an earthquake. | Some awareness of audience in the design. Students find it difficult to explain why they need to prepare for an earthquake. | Limited awareness of the needs and interests of the target audience. Students do not explain why they need to be prepare for an earthquake |  |
| **Voice – Consistency** | Voice quality is clear and consistently audible throughout the presentation. | Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation. | Voice quality is clear and consistently audible through some (70-84%)of the presentation. | Voice quality needs more attention. |  |
| **FEMA** | They mention and include a visual of how to contact FEMA and know that they assist during catastrophes  | FEMA is mentioned, but do not include a visual of how to contact FEMA. They know that they assist during catastrophes. | They include a visual but do not mention that they can assist during catastrophes. | They do not mention FEMA nor do they include a visual. |  |
| **Action Plan** | Students mention meeting with parent, legal guardian, plan of action and meeting place and explain in detail why they need to prepare for an EQ.  | Students mention meeting with parent, legal guardian, plan of action and but no meeting place and explain why they need to prepare for an EQ. | Students mention meeting with parent, legal guardian but do not mention the plan of action nor the meeting place. The failed to also mention the reason why they need to prepare for an EQ.  | Students don’t mention meeting with parent or legal guardian. They don’t mention the plan of action nor the meeting place. The don’t mention the reason why they need to prepare for an EQ. |  |
| **Duration of Presentation on video.** | Length of presentation was over 1 ½ minutes. | Length of presentation was less than 1 ½ minutes. | Length of presentation was less than1 minute. | Presentation was less than 30 seconds. |  |
| **Survival & Emergency Kit** | 3 gallons per person of Water. Dry, cereal, nuts or canned food. Radio, flashlight and extra batteries, first aid kit, whistle, filter mask, moist towels, wrench or pliers, manual can opener, plastic bags, duct tape and unique family needs.  | Some Water. Some Dry, cereal, nuts or canned food. Radio, flashlight no extra batteries, first aid kit, whistle, filter mask, moist towels, wrench or pliers, manual can opener, plastic bags, duct tape and no unique family needs.  | No Water. Some cereal, and canned food. No Radio and/or no flashlight and no extra batteries. first aid kit, whistle, filter mask, moist towels, wrench or pliers, manual can opener, plastic bags, duct tape and unique family needs.  | No survival and /or emergency kit.  |  |

Total\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_