

HP 2020 Assessment Rubric

PH101

GER Criteria	Excellent 10	Good 8	Average 6	Below College Level 4	Low Effort 2	No Effort 0
At risk group Analysis: <i>Recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development.</i>	Explanation of interpersonal, intrapersonal, and socio-cultural factors demonstrates exceptional understanding of the various contributing influences on the at risk population	Explanation of interpersonal, intrapersonal, and socio-cultural factors demonstrates general understanding of the various contributing influences on the at risk population	Explanation of interpersonal, intrapersonal, and socio-cultural factors could be improved, but still demonstrates overall understanding; OR one area is in need of considerable improvement	Explanation of interpersonal, intrapersonal, and socio-cultural factors demonstrates lack of understanding of the various contributing influences on the at risk population; Or 2 areas are in need of considerable improvement	Explanation of interpersonal, intrapersonal, and socio-cultural factors is attempted, but all 3 areas are in need of considerable improvement	Explanation of interpersonal, intrapersonal, and socio-cultural factors is omitted
Intervention Analysis: <i>Recognize and contextualize human capacities for and/or techniques of creating behavior acquisition and change as viewed from both intra- and inter-cultural perspectives.</i>	Analysis thoroughly addresses strengths and weaknesses of each intervention that are relevant to specific at-risk group	Analysis addresses strengths and weaknesses of each intervention that are relevant to specific at-risk group	Analysis generally addresses strengths and weaknesses of each intervention relevant to specific at-risk group	Analysis vaguely addresses strengths and weaknesses of each intervention relevant to specific at-risk group	Analysis ineffectively addresses some strengths and weaknesses of each intervention relevant to specific at risk group	Analysis does not address strengths and weaknesses of each intervention
Theory Application: <i>Recognize and contextualize human capacities for and/or techniques of creating behavior acquisition and change as viewed from both intra- and inter-cultural perspectives.</i>	Theory is comprehensively and accurately applied to a minimum of 1 intervention	Theory is accurately applied to a minimum of 1 intervention	Theory is accurately identified to a minimum of 1 intervention, but application needs improvement	Theory is applied to a minimum of 1 intervention, but done so inaccurately	Theory is identified, but not applied to a minimum of 1 intervention AND done so inaccurately	Theory is not applied

<b>Assignment Requirements</b>	<b>Excellent 5</b>	<b>Good 4</b>	<b>Average 3</b>	<b>Below College Level 2</b>	<b>Low Effort 1</b>	<b>No Effort 0</b>
Burden of Disease	Problem is effectively explained using a minimum of 1 supporting statistic AND course of the disease clearly described using a minimum of 2 supporting statistics	Problem is mostly explained using a minimum of 1 supporting statistic AND course of the disease clearly described using a minimum of 2 supporting statistics	Problem is effectively explained using a minimum of 1 supporting statistic OR course of the disease clearly described using a minimum of 2 supporting statistics	Problem is vaguely explained without effective use of statistical support OR course of the disease mostly described without effective use of statistical support	Problem is vaguely explained without effective use of statistical support AND course of the disease mostly described without effective use of statistical support	Problem is not explained, uses no supporting statistics AND course of the disease is not described
At Risk Group Description	At-risk group is clearly defined and relevant to LHI; includes effective statistical support and use of a minimum of 1 additional resource	At-risk group is clearly defined and somewhat relevant; OR includes somewhat effective statistical support and use of a minimum of 1 additional resource	At-risk group is fairly well defined and somewhat relevant; AND includes somewhat effective statistical support and use of a minimum of 1 additional resource	At-risk group is poorly defined OR statistical support/additional resources is lacking	At-risk group is poorly defined AND statistical support/additional resources is lacking	At risk group is not addressed. All requirements omitted.
Potential Interventions	3 relevant interventions listed, one at each "when" level (primary, secondary, tertiary), minimum of 1 intervention from an external source AND accurately identifies primary focus of each intervention (how/who)	3 relevant interventions listed with all "excellent" requirements, but one component lacks complete development or accuracy	2 relevant interventions listed, from two different "when" levels, minimum of 1 intervention from an external source AND accurately identifies primary focus of each intervention (how/who)	2 relevant interventions listed with all "excellent" requirements, but one component lacks complete development or accuracy	Some/most potential interventions listed, but lack most requirements	No interventions listed

Implementation and Evaluation	Clearly explains HOW each intervention would be implemented and effectively targeted to the at-risk group AND clearly describes how each intervention would be evaluated including what information would be necessary before and after implementation	Mostly explains HOW each intervention would be implemented and effectively targeted to the at-risk group OR mostly describes how each intervention would be evaluated including what information would be necessary before and after	Mostly explains HOW each intervention would be implemented and effectively targeted to the at-risk group AND mostly describes how each intervention would be evaluated including what information would be necessary before and after	Vaguely explains HOW each intervention would be implemented and effectively targeted to the at-risk group OR vaguely describes how each intervention would be evaluated including what information would be necessary before and after	Implementation and evaluation generally lacks development and omits requirements	No explanation of implementation or evaluation
<b>Writing Style</b>	<b>Excellent 5</b>	<b>Good 4</b>	<b>Average 3</b>	<b>Below College Level 2</b>	<b>Low Effort 1</b>	<b>No Effort 0</b>
Grammar, punctuation and spelling	No errors in grammar and punctuation, or spelling	Few grammar, punctuation, and/or spelling errors	Some grammar, punctuation, and/or spelling errors	Many grammar, punctuation, and/or spelling errors	Very poor grammar, Punctuation, and/or spelling	Unreadable
Clarity and Organization	Excellent paragraph development and logical flow of ideas	Good paragraph development and logical flow of ideas	Paragraphs are developed, but room for improvement exists	Paragraph development is underdeveloped and logically inconsistent	Paragraphs are underdeveloped and missing logical flow of ideas	No paragraph development
APA Citations	In-text citations are used appropriately and consistently, reference page formatted correctly	In-text citations used appropriately, few errors with APA formatting	Most necessary in-text citations included and/or few formatting errors	Some missing in-text citations and/or considerable formatting errors	In-text citations and reference page attempted, but done incorrectly overall	In-text citations and reference page not attempted

Final Draft: 65  
Part 1: 5  
Part 2: 10  
Part 3: 10  
Peer Edits: 10

Project Total: 100