Am I My Brother's Keeper?
Presentation Rubric

Content	4	3	2	1
Identification of political, cultural, social, economic, community and health factors in the country experiencing famine	Presentation thoroughly and accurately identifies and describes the political, cultural, social, economic, community, and health factors contributing to the famine from the perspective of the different roles. Presentation also discusses the interaction among the various factors.	Presentation accurately identifies and describes the political, cultural, social, economic, community, and health factors contributing to the famine from the perspective of the different roles.	Presentation identifies and describes some of the political, cultural, social, economic, community, and health factors contributing to the famine.	Presentation superficially describes a few of the political, cultural, social, economic, community, and health factors contributing to the famine.
Conclusions about the major concerns facing famine relief and prevention in the country	Conclusions about major concerns reflect deep understanding of the - Various factors contributing to the famine and how they interact with each other - Prioritization of issues	Conclusions about major concerns reflect understanding of - Factors contributing to the famine - Prioritization of issues	Conclusions about major concerns include references to the factors contributing to the famine, but some may be only superficially understood or addressed.	Conclusions about major concerns include minimal, inaccurate, or superficial references to the factors contributing to the famine.
Recommendations for famine relief and/or prevention	Recommendations reflect careful reasoning that take into account the complex nature of famine relief by considering - Physical characteristics of the country - Political, cultural, social, economic, community and health environment - Both practical and visionary aspects of relief	Recommendations reflect consideration of a variety of factors related to famine.	Recommendations reflect consideration of a few factors related to famine, or recommendations reflect faulty logic or superficial and simplistic understanding of the complex nature of famine relief.	Recommendations fail to consider the complex nature of famine relief.
Answer to, "Am I my brother's keeper?"	Answer reflects an in-depth understanding of the choices that need to be made and the issues involved in taking action in response to famines around the globe.	Answer reflects some understanding of what is involved in famine relief.	Answer reflects a superficial understanding of what is involved in famine relief.	Answer reflects little or no understanding of what is involved in famine relief.

Writing **Writing is interesting and contains appropriate** **Style** **Structure** **Mechanics**	Writing is appropriate for information conveyed in multimedia presentations. Bulleted sentences and phrases are compact, tightly written, and densely packed with information. An appropriate amount of information is presented on each slide. Bulleted lists have parallel construction. Introductory slide engages the viewer and reflects the purpose and tone of the presentation. Concluding slide reflects the most important ideas in the presentation in a memorable way. The order of the slides logically presents information in a sequential way that builds viewers' understanding. Writing has no spelling, punctuation, capitalization, or usage errors.	Writing is mostly appropriate for information conveyed in multimedia presentations. Information is conveyed in tightly-worded bulleted sentences and phrases. Information is divided appropriately among slides. Most bulleted lists have parallel construction. Introductory slide reflects the purpose and tone of the presentation. Concluding slide reflects the most important ideas in the presentation. The slides appear in a clear, logical order. Writing has no spelling, punctuation, capitalization, or usage errors that detract from meaning.	Writing is somewhat appropriate for information conveyed in multimedia presentations. Information is generally conveyed in bulleted phrase and sentences. Most slides have an appropriate amount of information, but some may have too much or too little. Some bulleted lists have parallel construction. Opening slide introduces the presentation. Concluding slide closes the presentation. Slides generally appear to follow a sequence. Writing has some spelling, punctuation, capitalization, and usage errors that detract from meaning.	Writing is often inappropriate for information conveyed in multimedia presentations. Information is often conveyed in lengthy sentences. Most slides present an inappropriate amount of information. Bulleted lists do not have parallel construction. Opening slide is missing or inappropriate. Concluding slide is missing or inappropriate. Slides appear to follow a random sequence that confuses the viewer. Writing has numerous spelling, punctuation, capitalization, and usage errors that detract from meaning.
Appearance **Graphic and audio elements are used effectively to enhance the meaning of the content**	Presentation is aesthetically pleasing and catches the reader's attention by using the following elements: - Graphics and images that complement, enhance, and support the content - Variety of fonts and layout styles that contribute to the overall design and meaning	Presentation is aesthetically pleasing and appropriately uses: - Graphics and images - Fonts and layout styles - Sounds and transitions	Presentation's appearance interferes with the content by having too many, too few, or inappropriate graphics, images, sounds, transitions, or font styles.	Presentation's appearance interferes with the content by using no graphics, images, sounds, transitions, or font styles to complement the content, or too many graphics and effects are used with very little text.

	of the presentation - Sounds and transitions that enhance, rather than detract from, the overall purpose of the presentation			