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| **Geomorphological Hazards Rubric** | | | | | | |
|  | **2 points** | **4 points** | **6 points** | **8 points** | **Stud** | **Tchr** |
| **Presentation** | Mostly neat, clear and easy to follow  Includes some relevant subheadings | Neat, clear and easy to follow  Includes clear and relevant subheadings throughout |  |  |  |  |
| Layout displays a little effectiveness  Some colours, backgrounds and fonts display a little effectiveness | Layout is quite effective with some consistent features in pages  Colours, backgrounds and fonts are somewhat effective | Layout is very effective and pages display consistency  Colours, backgrounds and fonts are clear and effective |  |  |  |
| **Images** | Includes required number of images |  |  |  |  |  |
| Images are generally clear, relevant and effective  A little variety of images; includes a map | Images are all or mostly clear, relevant and effective  A variety of images included, such as maps, diagrams, after-effects etc. |  |  |  |  |
| **Qu.1**  **What? How?** | Hazard is clearly identified |  |  |  |  |  |
| A somewhat clear explanation of how hazard occurs | Some fairly clear explanation of how hazard occurs | Clear and accurate explanation of how hazard occurs with a little detail | Very clear, accurate and detailed explanation of how hazard occurs |  |  |
| Explanation is accompanied by at least 2 diagrams with some labeling | Explanation is accompanied by at least three clearly labeled diagrams |  |  |  |  |
| **Qu.2**  **Where?** | A small amount of information given on where hazard occurs | Some information given on where hazard occurs in a particular part of the world | Some specific information given on where hazard occurs around the world | Specific information given on where hazard occurs all around the world, along with the regularity or likelihood of occurrences |  |  |
| Includes a clear marked map showing places of occurrences | Includes a clear marked map with labels to show places of occurrences |  |  |  |  |
| **Qu.3 Community Impact** | Brief explanation of the impact of hazard on one community with an attempt to identify a difference between this and other community type | Fairly brief explanation of the impact of hazard on both types of communities  Basic differences outlined | Some good explanation of the impact of hazard on both types of communities  Differences are fairly clearly outlined | Clear and effective explanations of the impact of hazard on both types of communities  Differences are clearly outlined |  |  |
| Brief reason given to explain the hazard’s impact on one or both communities | Some fair reasons given to explain the differences in hazard’s impact on two communities | Clear and thoughtful reasons given to explain the differences in hazard’s impact on two communities |  |  |  |
| **Qu.4**  **Example** | Basic information given of when and where hazard occurred | Clear explanation of when and where hazard occurred with some detail | Clear and detailed explanation of when and where hazard occurred  Includes map to pinpoint where it occurred |  |  |  |
| A little information given on some changes that resulted from the hazard | Some detailed information given on the major changes that resulted from the hazard | A variety of clear and detailed information given on the major changes that resulted from the hazard |  |  |  |
| **Qu.5**  **Reflection** | At least two ideas outlined for impact prevention or reduction |  |  |  |  |  |
| Ideas for impact prevention or reduction are fairly clear and display a little thought | Ideas for impact prevention or reduction are outline quite clearly  Ideas are quite legitimate with some good thought | A little variety of ideas for impact prevention or reduction are outlined quite clearly  Ideas are legitimate and quite thoughtful | A variety of ideas for impact prevention or reduction are outlined clearly  Ideas are legitimate and thoughtful |  |  |
| **Word Count** | Most word counts are within the given number | All word counts are within the given number |  |  |  |  |
| **Language & Grammar** | Work is generally clear and accurate  Writing has a degree of effectiveness | Work is clear and accurate  Writing flows quite effectively |  |  |  |  |
| **Spell/Punc** | 0-4 different spelling, punctuation, grammar or typo errors |  |  |  |  |  |
| **Resources** | Most required details for each resource included  Resources mostly in alphabetical order | All required details for each resource included  Resources are in alphabetical order |  |  |  |  |
| **Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date due: \_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student expected mark: /92 🞏 Draft submitted | | | **Topic details:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Teacher:** **Final mark: /92** \_\_\_\_\_\_ % Letter grade: \_\_\_\_\_\_ 🞏 Resubmission | | | |