

A Lion in the House

a film by Steven Bognar & Julia Reichert

Rubric – FIND YOUR STRENGTH IN NUMBERS: SAVE LIFE, PLAN A BLOOD DRIVE

CRITERIA	3	2	1	Comments
Student clearly understands the components of blood .	Similes/metaphors clearly represent the correct meaning and provides a deeper understanding of the blood components. Drawing(s) was/were completed to the best of the student's ability and the language included was grammatically correct and easily understood.	Similes/metaphors clearly represent the correct meaning of the blood components. Drawing(s) was/were completed to the best of the student's ability and the language included was easily understood.	Similes/metaphors clearly represent the correct meaning of the blood components. Drawing(s) was/were completed and the language included was easily understood.	
Student located relevant information and uniquely posted the most pertinent information for potential donors.	Poster displayed accurate information and did not leave out any critical information. Poster was creative and completed to the best of the student's ability. Language included was grammatically correct and easily understood.	Poster displayed accurate information and did not leave out any critical information. Language included was grammatically correct and easily understood.	Poster displayed accurate information. Language included was easily understood.	

<p>Student actively participated in the planning process for the blood drive.</p>	<p>The student successfully utilized planning tools to organize their own roles and responsibilities and actively contributed to the overall plans for the event.</p>	<p>The student utilized planning tools to organize their own roles and responsibilities and contributed to the overall plans for the event.</p>	<p>The student utilized planning tools to organize their own roles and responsibilities .</p>	
<p>Student successfully utilized creative strategies to increase blood donor participants.</p>	<p>The student planned recruitment activities that were creative, effective, and age appropriate for the target donor group. The student developed recruitment materials that were persuasive and well put together. References used were appropriately cited.</p>	<p>The student planned recruitment activities that were effective and age appropriate for the target donor group. The student developed recruitment materials that were persuasive and well put together.</p>	<p>The student planned recruitment activities that were age appropriate for the target donor group. The student developed recruitment materials that were persuasive.</p>	
<p>Student followed through with assigned roles and responsibilities before, during and after the blood drive.</p>	<p>The student successfully completed all assigned tasks before, during and after the blood drive.</p>	<p>The student successfully completed all assigned tasks before and during the blood drive.</p>	<p>The student successfully completed all assigned tasks during the blood drive.</p>	

