

Content Rubric

Research Questions	Incomplete (0 points)	Okay (1 point)	Good (2 points)	Excellent (3 points)
1 - Disease Description	Question is not answered	Students answer only one of the questions required	Students answer most elements of the question.	Students fully answer the question!
2 - Effect on Teens	Question is not answered	Students answer only one of the questions required	Students answer most elements of the question.	Students fully answer the question!
3 - Medical Professional	Question is not answered	Students answer only one of the questions required	Students answer most elements of the question.	Students fully answer the question!
4 - Schools	Question is not answered	Students answer only one of the questions required	Students answer most elements of the question.	Students fully answer the question!
5 - Peer Counselors	Question is not answered	Students answer only one of the questions required	Students answer most elements of the question.	Students fully answer the question!

Reminder - Content Requirements

- Describe the disease:
 - Causes (specifically in teenagers vs. adults)
 - Symptoms (including early signs/ detection and detection in the later stages)
 - Prevention (if caught early on)
 - Different methods of treatment
 - Present any medical complications that may arise from the disease
- Describe the effect of this disease specifically on teenagers:
 - Statistics: how many teenagers in the US are affected by this disease?
 - How does this disease affect teens differently than it might affect adults?
- Describe the role of a mental health professional in this specific field.
 - What is their title?
 - What schooling/ training did they go through to get into this field?
- How is this disease dealt with in schools?
 - Are there accommodations available for students suffering from and of these diseases?
 - What are options for prevention/ education in schools? (At Calabasas vs. Nation Wide)
 - What could be done in order to help prevention and awareness of this disease?
- What is the role of a peer counselor in a situation with a student with this disease?
 - Research recommended conversation starters/ directions
 - What steps should you take as a peer counselor if you meet a student with this disease?

Presentation Rubric

Public Speaking	Incomplete (0 points)	Okay (1 point)	Good (2 points)	Excellent (3 points)
Voice	The student doesn't speak during the presentation	The speaker's voice is too quiet for the class to hear them, and many words are pronounced incorrectly.	Speaker's voice is loud enough for the class to hear most of the time, but the words are not very clear, or pronounced incorrectly.	Speaker's voice is loud and clear. Words are pronounced correctly.
Eye Contact	The speaker looks down at the floor and makes no eye contact with the class	The speaker looks up once or twice but fails to make eye contact with the class.	The student attempts some eye contact with the class.	The student makes regular eye contact with the class.
Delivery/ Language	The student does not participate in delivery of the information to the class.	The speaker is reading long sentences directly off of their visual aid, without adding any additional information.	The speaker has bullet points on their visual aid, but reads directly off of it and adds little additional information while presenting.	Speaker uses bullet points on the visual aid as a reference and adds more information when presenting.
Partner Collaboration	Only one partner speaks	Students are uncertain of who is presenting what information	One partner speaks much more than the other	Both partners speak an equal amount
Visual Aid	No visual aid	Incomplete, unorganized, not well put together. Not colored, no pictures, illegible, etc.	Organized, readable; includes color or pictures. Lacking some organization/ completeness.	Creative, complete, neat, and organized - with color and pictures!