

# GENETIC DISORDER RESEARCH PROJECT RUBRIC

Name(s) \_\_\_\_\_

Disorder \_\_\_\_\_

Hr. \_\_\_\_\_

- **OPTION #1:** You will be making a PowerPoint presentation to the class in which you will pretend that you are a genetic counselor who has to inform a parent about their child who has just been diagnosed with the disease. Individually or in groups of two you will research a genetic disorder and make a short PowerPoint presentation to the class consisting of at least 10 slides. You will be given at least two days class time to use the computers in the lab for online research and to create your presentation. The entire presentation should last between 3-5 minutes.
- **OPTION #2:** Only available to individual students. You will be playing the role as a genetic counselor, but instead of making a presentation to the class, you will be responding in a formal letter to the parents of a child with the diagnosed disorder. The letter must be 2 full pages if hand-written, or 2 pages double-spaced, if typed. If typed, only 1" margins and 12pt font. The 2 pages do not include title, address line or signature line of the letter. You will be given at least two days class time to use the computers in the lab for online research and to create your letter.

CATEGORY	3	2	1	0
<b>General Disorder Information</b>  <b>POINTS x3</b>  <b>(Option 1 &amp; 2)</b>	- Proper Name and Aliases Given.  - Symptoms of disorder are explained in detail.  - Treatments, cures, life expectancy, and support organizations are discussed.  - Group shares at least 3 interesting facts about the disorder.	- Proper Name and Aliases Given.  - Symptoms of disorder are explained, but lacking detail.  - Treatments, cures, life expectancy, and support organizations are discussed.  - Group shares at least 2 interesting facts about the disorder.	- Proper Name is given but lacks aliases.  - Symptoms of disorder are explained, but lacking detail.  - Information about treatments, cures, life expectancy, and support organizations are lacking detail.  - Group shares at least 1 interesting facts about the disorder.	- Proper Name is given but lacks aliases.  - Symptoms of disorder are unclear.  - Information about treatments, cures, life expectancy, and support organizations are lacking great amounts of detail.  - Group shares no interesting facts about the disorder.
<b>Genetic Information</b>  <b>POINTS x3</b>  <b>(Option 1 &amp; 2)</b>	- Genetic cause of disorder explained, using vocabulary learned in 2nd trimester (dominant, recessive, x-linked, chromosomal mutation, etc).  - Group explains in detail if disorder could be passed on to further generations.  - Group discusses in detail if certain population groups are more likely to obtain disorder.	- Genetic cause of disorder explained, but lacks sufficient vocabulary from 2nd trimester.  - Group explains in detail if disorder could be passed on to further generations.  - Group discusses with limited detail if certain population groups are more likely to obtain disorder.	- Genetic cause of disorder is unclear.  - Group explains if disorder could be passed on to further generations, but lacks evidence.  - Group barely mentions if certain population groups are more likely to obtain disorder.	- Genetic cause of disorder is unclear.  - Group fails to explain how disorder could be passed on.  - Group does not discuss if certain population groups are more likely to obtain disorder.

<b>Presentation</b> <b>(Option 1 Only)</b>	Well-rehearsed with smooth delivery that holds audience attention. Prepared and familiar with content.	Rehearsed with fairly smooth delivery that holds audience attention most of the time. Prepared and somewhat familiar with content.	Delivery not smooth, but able to maintain interest of the audience most of the time. Unprepared and lacks familiarity with content.	Delivery not smooth and audience attention often lost. Unprepared and lacks familiarity with content.
<b>Originality</b> <b>(Option 1 &amp; 2)</b>	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
<b>Attractiveness</b> <b>(Option 1 Only)</b>	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. Font size and type appropriate and easy to read.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation. Font size and type appropriate and easy to read.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. Font size and type are not proper or easy to read.	Use of font, color, graphics, effects etc. but these often distract from the presentation content. Font size and type are not proper or easy to read.
<b>Mechanics</b> <b>(Option 1 &amp; 2)</b>	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
<b>Organization</b> <b>(Option 1 &amp; 2)</b>	Content of PowerPoint is well organized using headings or bullet lists to group related material. Paragraphs within letter are well organized and information order makes sense to reader.	Uses headings or bullet lists to organize within PowerPoint, but the overall organization of topics appears flawed. Paragraphs within letter are mostly organized and information order makes sense to reader.	Content of PowerPoint or letter is logically organized for the most part but many flaws are found.	There was no clear or logical organizational structure, just lots of random facts.
<b>Workload</b> <b>(Option 1 &amp; 2)</b>	The workload is divided and shared equally by all team members if group option is selected. If individual, student worked hard for all class time allotted.	The workload amongst group project is divided and shared fairly by all team members, though workloads may vary from person to person. If individual, student was rarely distracted or off task on project.	The workload in the group project was divided, but one person in the group is viewed as not doing his/her fair share of the work. If individual, student was off task frequently, highly distracted.	The workload in the group project was not divided, showing that only one member of the group completed the majority of work. If individual, student was rarely working, highly distracted and often off task.

Total Points from Category 1 & 2 \_\_\_\_\_

Total Points \_\_\_\_\_ / 36

Total Points from Categories 3-8 \_\_\_\_\_

Percent \_\_\_\_\_

Grade \_\_\_\_\_