

## Pamphlet Rubric

**4 points:** Based on the narratives included, the pamphlet shows a thorough understanding of the various forms of energy that are used to cook food (radiation, light, and heat). Students have used graphics in addition to the written description of each energy form used. The pamphlet has been created on the computer. The disadvantages and advantages of each source of energy have been discussed in detail in relation to their effects on bacteria. There is evidence of careful research; sources of information have been cited. Spelling, grammar, punctuation, and usage are accurate. The pamphlet is aesthetically pleasing and authentic-looking. The pamphlet was completed on time.

**3 points:** Based on the narratives included, the pamphlet shows an understanding of the various forms of energy that are used to cook food (radiation, light and heat). Students have used some graphics in addition to the written description of each energy form used. The pamphlet has been created on the computer. The disadvantages and advantages of each energy source have been discussed in relation to their effects on bacteria. There is evidence of research; sources of information have been cited. There are some errors in spelling, grammar, punctuation, and usage. An attempt was made to make the pamphlet look authentic. The pamphlet was completed on time.

**2 points:** Based on the narratives included, the pamphlet shows a limited understanding of the various forms of energy that are used to cook food (radiation, light and heat). Students have included at least one graphic in addition to a written description. The pamphlet has been created on the computer. The disadvantages and advantages of each energy source are noted, but are not given. One source is cited. There are many errors in spelling, grammar, punctuation, and usage. Little attempt has been made to make the pamphlet look authentic. The pamphlet was completed on time.

**1 point:** The pamphlet lacks an understanding of the various forms of energy that are used to cook food (radiation, light, and heat). Students have not included any graphics and the written description is sparse. The pamphlet was not created on the computer. Either the advantages or disadvantages have been listed, but not both. No sources have been cited. Little attention was paid to spelling, grammar, punctuation, or usage. The pamphlet does not look authentic and was not completed on time.