### Rubric for Tools and Strategies to Deter Child Abuse Project

**Task Description:** Student to work with a partner to research the following information:
- summarize skills relating to the prevention of family violence
- explain behaviors that may lead to child abuse
- identify strategies that deter abusive behavior
- identify resources and agencies to help deter child abuse situations
- exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills
- demonstrate effective verbal, nonverbal, written, and electronic communication skills
- construct a picture door organizer to arrange and place all information in a neat and creative manner
- include a photo related to the project in the organizer

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>4 – Exemplary</th>
<th>3 – Accomplished</th>
<th>2 – Developing</th>
<th>1 – Beginning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperation</strong></td>
<td>25%</td>
<td>□ Does a full share of work or more</td>
<td>□ Does an equal share of work</td>
<td>□ Does almost as much work as others</td>
<td>□ Does less work than other group members</td>
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<td></td>
<td></td>
<td>□ Assigns a clearly defined role; group members perform roles effectively</td>
<td>□ Assigns roles, but roles are not clearly defined or consistently adhered to</td>
<td>□ Assigns roles, but roles are not adhered to</td>
<td>□ No effort made to assign roles to group members</td>
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<td></td>
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<td>□ Always considers all views and helps team to reach fair decision</td>
<td>□ Usually considers all views and helps team to reach fair decision</td>
<td>□ Often sides with friends instead of considering all views</td>
<td>□ Acts as cliques or individuals rather than group</td>
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<tr>
<td></td>
<td></td>
<td>□ Never argues with teammates</td>
<td>□ Rarely argues</td>
<td>□ Sometimes argues</td>
<td>□ Arguments within group</td>
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<td></td>
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<td>□ Group tries to solve its problems by itself without seeking outside help</td>
<td>□ Group seldom solves its problems as a team and asks classmates or teacher for help</td>
<td>□ Group settles problems and gives up easily</td>
<td>□ Little attempt to solve problems; gives up easily</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>20%</td>
<td>□ Takes initiative in helping the group get organized and setting times and places to meet</td>
<td>□ Works agreeably with partner(s) concerning organization and times and places to meet</td>
<td>□ Can be coaxed into meeting with other partner(s)</td>
<td>□ Did not meet partner(s) at agreed times or places</td>
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<td>□ Product is extremely well organized with an introduction, body, and conclusion</td>
<td>□ Product is organized with an introduction, body, and conclusion</td>
<td>□ Somewhat organized ideas; not presented in sequence</td>
<td>□ Lack of organization; choppy and confusing; format difficult to follow</td>
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<td>□ Has realistic, prioritized, and measurable goals</td>
<td>□ Goals are established, but some are too general</td>
<td>□ Goals not clearly defined</td>
<td>□ No goals established</td>
</tr>
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<td>□ Highly productive in accomplishing assignment</td>
<td>□ Accomplished basic assignment</td>
<td>□ Barely accomplishes the job</td>
<td>□ Does not accomplish assignment</td>
</tr>
</tbody>
</table>

Strategies to Deter Child Abuse
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| Research | 25% | ☐ Collects and contributes accurate content  
☐ Goes above and beyond to research information  
☐ Communicates and shares all information with the group  
☐ Always does the assigned work without having to be reminded | ☐ Collects and contributes mostly accurate content  
☐ At times, takes initiative to find extra information  
☐ Shares information with the group  
☐ Usually does the assigned work; rarely needs reminding | ☐ Collects and contributes somewhat accurate content  
☐ Uses only materials provided  
☐ Shares some information with the group  
☐ Rarely does the assigned work; often needs reminding | ☐ Collects and contributes inaccurate content  
☐ Does not utilize resources effectively  
☐ Keeps information to self; does not share with group  
☐ Relies on others to do the work |
| Member Responsibility | 30% | ☐ Provides many ideas for the assignment  
☐ Clearly communicates desires, ideas, personal needs and feelings  
☐ Listens and speaks a fair amount  
☐ Each team member is treated with respect and is encouraged  
☐ Hands in all assignments on time | ☐ Participates in discussions about the assignment  
☐ Usually shares opinions and thoughts with other partner(s)  
☐ Listens, but sometimes talks too much or too little  
☐ Often encourages and respects team members  
☐ Hands in most assignments on time | ☐ Listens to others; on some occasions, makes suggestions  
☐ Rarely expresses feelings or preferences  
☐ Usually does most of the talking, rarely allowing others to speak; or seldom talks, allowing others to dominate  
☐ Some members are not encouraged or respected  
☐ Hands in most assignments late | ☐ Seems bored with conversations about the assignment  
☐ Never/almost never spoke up  
☐ Monopolized conversation; does not allow others to speak  
☐ Does not respect or encourage other members  
☐ Does not hand in some/all assignments |

Assignment Score ____________ + Beyonder/Bonus ____________ = Final Score ____________