AH-CHOO Assessment worksheet: Name: _____ Per: _____

This is your unit assessment for Climate Change. Read through the entire packet before you get started. You will have three class periods to work on this assessment.

Identify your target audience: _____

Identify your main message (refer to Generate Strategies on pg 2) :

_____

_____

After reading the packet, fill out the worksheet about the data tables. You do not have to fill out the entire table below. Identify the following:

What do you know?	What more do you need to know?	How or where are you going to get this information? Use the websites listed under RESOURCES on pg 3.

OUTLINE: generate a brief outline that you will turn in to show your organizational plan for your presentation. See pg 2. Produce draft of product. This is typed up on an individual piece of paper.

NEATNESS = legible (no handwriting other than headlines on poster paper.) If you are doing a poster then be sure the graphics are visible from the middle of the room. Cut and paste graphics and articles in a professional manner to the poster (graph paper). Brochures and webpages must be legible and formatted in an organized manner.

GRAPHICS: pie charts, bar and line graphs, diagrams and flow charts. Needed for each piece of evidence.

Identify your top 3 pieces of evidence. One of these must come from the list of RESOURCES on pg. 3. Include your rationale and choose an appropriate graphic for each.

Evidence	Rationale	Graphic

RUBRIC	3	2	1
Audience and message regarding the public health campaign about climate change and allergens and asthma	Identified audience. Presentation appropriately and effectively communicated,	Information was not communicated in an effective manner	Never identified audience Main message is not clearly stated.
Worksheets	Completely filled out with appropriate detail	Filled out with minimum information	Missing sections
Three different sources used as evidence	Evidence does a good job of supporting the message	Evidence is somewhat supporting message	Not enough evidence or not appropriate
Graphics	Appropriately used for each article/piece of evidence presented. Creative, interesting graphics enriched the understanding of the reader.	Graphics are appropriate but not very interesting nor assisting in understanding.	Less than 3 graphics Not useful Messy graphics
Discussion on the relationship between climate change and the increasing prevalence of allergies and asthma worldwide	Convincing argument based on data. Discussion flowed smoothly and was easy to understand.	Good discussion that skimmed main but no real depth or explanations involved	Weak discussion with little to no use of evidence.
Additional Peer Review Form for Instructor.			