

Rubric

TUBERCULOSIS

LESSON 1: GOOD NEWS! TB KILLER ON THE LOOSE!

Activity C: Design a TB Visual Abstract



TEXAS BIOMEDICAL
RESEARCH INSTITUTE
HEALTH STARTS WITH SCIENCE

DIRECTIONS: Use your knowledge of TB, immune system, and infectious diseases to create an abstract summarizing key concepts from the TB activities. When your abstract is complete, and approved by your teacher, you will create a Visual Abstract. A Visual Abstract uses pictures to showcase what you wrote in your abstract.

Think about your target audience when deciding on the format and content. You will be graded on a scale of 1 to 4 for each category. Your Visual Abstract will be shared with the class. Be prepared to answer questions.

Visual Abstract Title: _____

Targeted Audience: _____

Teacher Approval (date/initial or stamp): _____

| Category | <i>Excellent</i> 4 | <i>Good</i> 3 | <i>Developing</i> 2 | <i>Needs Improvement</i> 1 |
|---|---|---|--|---|
| Composition of Visual Abstract Score: _____ | Has a logical flow: pictures arranged in a logical order to lead viewer through the abstract content; easily interpreted by viewer (topic, why topic is a concern or issue, method, outcome, future studies). | Flows well; pictures provide a good overview of the abstract; provides viewer with sufficient information to interpret main ideas (topic, method, outcome). | Pictures are related to the topic of the abstract yet needs further development to better represent the abstract content; provides viewer with general knowledge of abstract (topic, outcome). | The pictures are somewhat reflective of the topic room; there is need for improvement to provide a clearer connection to topic; content of abstract is not clear. |
| Appeal of Visual Abstract Score: _____ | Visually holds viewer's attention; strongly connects to the topic and elicits curiosity about the topic; elicits discussion with audience. | Visually appeals to viewer; audience expresses moderate interest in visual abstract. | Has visual appeal; somewhat engages audience with the topic; audience expresses some interest in the topic. | Visual appeal can be improved; connection to topic is not immediately identifiable; audience engagement with visual abstract is weak. |

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| Category | <i>Excellent</i> 4 | <i>Good</i> 3 | <i>Developing</i> 2 | <i>Needs Improvement</i> 1 |
|--|---|---|--|---|
| Relevance of Visual Abstract Score: _____ | Visual abstract topic is of significant relevance to classroom content; outcomes or impact of study has strong relevance to the audience; provides clear outcomes which resonate with audience; provides clear recommendations for future research. | Visual abstract topic is relevant to classroom content; outcomes or impact of study has relevance to the audience; provides outcomes which connect with audience; provides recommendation(s) for future research. | Visual abstract topic somewhat connects to classroom content; outcomes or impact of study needs further development to demonstrate clear relevance to audience; further attention needs to be made to better convey future research recommendations. | Need of improvement to better connect visual abstract topic to classroom content; outcomes or impact of study needs to be included to demonstrate relevance to audience; further attention needs to be made to better convey future research recommendations. |
| Visual Abstract Presentation Score: _____ | Presented within the assigned time range; presentation easy to follow; accurate use of terms; audience highly engaged; demonstrates confidence and knowledge of topic through ability to accurately answer questions. | Presented within the assigned time range; presentation mostly easy to follow; generally, terms are accurately used; audience engaged; demonstrated knowledge of topic through ability to answer most questions. | Presentation somewhat outside the assigned time range (within 30 seconds - too long or short); repeated terminology errors; audience somewhat engaged; need to develop depth of knowledge to better answer questions. | Presentation fell far outside time requirements (>30 seconds too long or short); incorrect use of terminology; demonstrated a need to improve understanding of topic in order to answer questions. |

Total Score: _____

Grade: _____

Teacher Comments: _____
