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| **Points: 220** | **Assignment 1: I Get Better Grades With A Little Help From My Friends** |
| **Criteria** | **Exemplary****100%** | **Proficient****85%** | **Fair****75%** | **Meets Minimum Expectations65%** | **Unacceptable****0%** |
| 1. Identify and described the part of the brain responsible for memory.**Weight: 10%** | Thoroughly identified the parts of the brain responsible for memory | Satisfactorily identified the parts of the brain responsible for memory. | Partially identified the parts of the brain responsible for memory. | Insufficiently identified the parts of the brain responsible for memory. | Did not submit or incompletely identified the parts of the brain responsible for memory. |
| 2. Explained the connection between moral development and attention span; offered suggestions to improve attention.**Weight: 10%** | Thoroughly explained the connection between moral development and attention span; thoroughly offered suggestions to improve attention | Satisfactorily explained the connection between moral development and attention span; satisfactorily offered suggestions to improve attention | Partially explained the connection between moral development and attention span; partially offered suggestions to improve attention | Insufficiently explained the connection between moral development and attention span; insufficiently offered suggestions to improve attention. | Did not submit or incompletely explained the connection between moral development and attention span; offered few to no suggestions to improve attention. |
| 3. Discuss the effect of aging on the brain, including suggestions to help improve studying and brain function.**Weight: 10%** | Thoroughly discussed the effect of aging on the brain, including suggestions to help improve studying and brain function | Satisfactorily discussed the effect of aging on the brain, including suggestions to help improve studying and brain function. | Partially discussed the effect of aging on the brain, including suggestions to help improve studying and brain function. | Insufficiently discussed the effect of aging on the brain, including suggestions to help improve studying and brain function. | Did not submit or incompletely discussed the effect of aging on the brain, including suggestions to help improve studying and brain function. |
| 4. Discussed operant conditioning and offered a recommendation for how rewards can be used to increase motivation. **Weight 20%** | Thoroughly discussed operant conditioning and offered a recommendation for how rewards can be used to increase motivation. | Satisfactorily discussed operant conditioning and offered a recommendation for how rewards can be used to increase motivation. | Partially discussed operant conditioning and offered a recommendation for how rewards can be used to increase motivation. | Insufficiently discussed operant conditioning and offered a recommendation for how rewards can be used to increase motivation. | Did not submit or incompletely discussed operant conditioning and offered a recommendation for how rewards can be used to increase motivation. |
| 5. Discussed how cramming affects memory (encoding and retrieval) and offered a suggestion to improve memory**Weight 20%** | Thoroughly discussed how cramming affects memory (encoding and retrieval) and offered a suggestion to improve memory | Partially discussed how cramming affects memory (encoding and retrieval) and offered a suggestion to improve memory | Partially discussed how cramming affects memory (encoding and retrieval) and offered a suggestion to improve memory | Insufficiently discussed how cramming affects memory (encoding and retrieval) and offered a suggestion to improve memory | Did not submit or incompletely discussed how cramming affects memory (encoding and retrieval) and offered a suggestion to improve memory |
| 6. Describe what to do in the event that someone expresses suicidal thoughts or intentions, including resources available**Weight: 20%** | Thoroughly described what to do in the event that someone expresses suicidal thoughts or intentions, including resources available | Satisfactorily described what to do in the event that someone expresses suicidal thoughts or intentions, including resources available | Partially described what to do in the event that someone expresses suicidal thoughts or intentions, including resources available | Insufficiently described what to do in the event that someone expresses suicidal thoughts or intentions, including resources available | Did not submit or incompletely described what to do in the event that someone expresses suicidal thoughts or intentions, including resources available |
| 7. Writing / Support for ideas**Weight: 5%** | Consistently uses explanations, examples, and evidence that logically support ideas. | Mostly uses explanations, examples, and evidence that logically support ideas. | Partially uses explanations, examples, and evidence that logically support ideas | Rarely uses explanations, examples, and evidence that logically support ideas | Never uses explanations, examples, and evidence that logically support ideas. |
| 8. Writing / Grammar and mechanics**Weight: 5%** | Free of errors in grammar, spelling, and punctuation. | Mostly free of errors in grammar, spelling, and punctuation. | Partially free of errors in grammar, spelling, and punctuation. | Numerous errors in grammar, spelling, and punctuation. | Serious and persistent errors in grammar, spelling, and punctuation. |