

Vaccination Policy Assignment Rubric

Clearly States Position

Exemplary	Proficient	Partially Proficient	Developing	Not Present
<p>Student makes specific recommendations about whether or not the state should require mandatory vaccination. If student advocates for compulsory vaccination, the circumstances under which vaccination should occur are described in depth. Student thoughtfully addresses how vaccination policy should be enforced.</p>	<p>Student makes specific recommendations about whether or not the state should require mandatory vaccination. If student advocates for mandatory vaccination, the circumstances under which vaccination should occur are clearly, but not deeply, described. Student mentions ideas for how vaccination policy should be enforced, but not in detail.</p>	<p>Student makes recommendations about whether or not his or her state should require mandatory vaccination, but these may lack specificity. If student advocates for mandatory vaccination, the circumstances under which vaccination should occur are described, but may lack clarity or depth. Student description of how vaccination policy should be enforced is incomplete or not developed.</p>	<p>Student makes partial or incomplete recommendations about whether or not the state should require mandatory vaccination. If student advocates for mandatory vaccination, the circumstances under which vaccination should occur may be lacking. Student description of how vaccination policy should be enforced may be missing.</p>	<p>Student recommendations about the state policy are absent.</p>

Vaccination Policy Assignment Rubric
CONTINUED

Recognizes and Understands Different Perspectives

Exemplary	Proficient	Partially Proficient	Developing	Not Present
<p>Student is able to clearly articulate different perspectives and insightfully relate them to the policy suggested. Student explores who may be affected by the policy and their interests. Student describes all the main arguments people might make about vaccination policies.</p>	<p>Student demonstrates recognition and understanding of multiple perspectives. Student identifies who may be affected by the policy and their interests. Student describes most of the main arguments people might make about vaccination policies.</p>	<p>Student recognizes and understands some alternative perspectives. Student identifies some of the people who may be affected by the policy and their interests. Student describes some arguments people might make about vaccination policies.</p>	<p>Student struggles to reflect and paraphrase alternative perspectives accurately. Student misses some people who may be affected by the policy and their interests. Student may not describe arguments people might make about vaccination policies, or the description may be incomplete.</p>	<p>Student does not recognize the existence of different perspectives.</p>

Vaccination Policy Assignment Rubric
CONTINUED

Demonstrates Understanding and Application of Facts and Science Content

Exemplary	Proficient	Partially Proficient	Developing	Not Present
<p>Student describes the factual background relevant to his or her position in detail. The facts are accurate, complete, and provide thorough support for the position. Student demonstrates a thorough understanding of the concept of community immunity and specifically applies it to his or her recommendation. Student uses scientific vocabulary appropriately. Scientific statements are factual and thorough. Student is able to apply scientific concepts and make connections between ideas.</p>	<p>Student describes the factual background relevant to his or her position. The facts are accurate, complete, and provide support for the position. Student demonstrates a good understanding of the concept of community immunity and specifically applies it to his or her recommendation. Student uses scientific vocabulary appropriately. Scientific statements are factual and thorough. Student is able to apply scientific concepts.</p>	<p>Student describes the factual background relevant to his or her position but may miss some key points. Student demonstrates an understanding of the concept of community immunity and specifically applies it to his or her recommendation. Student mostly uses vocabulary appropriately. Some facts may be incorrect. Student shows some ability to apply scientific concepts.</p>	<p>Student describes a limited amount of factual background. The background may not be relevant to his or her position or may include misconceptions. Student may demonstrate some misunderstandings of the concept of community immunity or may not apply it to his or her recommendation. Student may use terms inappropriately. Facts are often incorrect. Student struggles to apply scientific concepts.</p>	<p>Student's science content about the disease and vaccine is lacking, as is accurate reference to community immunity.</p>

Vaccination Policy Assignment Rubric
CONTINUED

Demonstrates Understanding and Application of Ethical Considerations

Exemplary	Proficient	Partially Proficient	Developing	Not Present
Student clearly identifies the relevant ethical considerations (respect for persons, fairness, public health needs, etc.). Student makes insightful connections between ideas.	Student clearly identifies relevant ethical considerations.	Student identifies some of the relevant ethical considerations.	Student's understanding of the ethical considerations is incorrect or incomplete.	Student does not discuss ethical considerations.

Provides a Strong Justification for the Position

Exemplary	Proficient	Partially Proficient	Developing	Not Present
Student makes a compelling case for his or her position that is orderly and easy to follow. The justification is relevant to the ethical question and makes reference to the potential effects of the position on others. The reasoning incorporates elements of the scientific background and ethical considerations.	Student makes a clear case for his or her position. The justification provided is relevant to the ethical question and refers to the potential effects of the position on others. The reasoning incorporates elements of the scientific background and ethical considerations.	Student makes an argument for his or her position, but it may be unclear or incompletely justified.	Student's argument and justification is only barely developed.	Student does not make an argument or provide justification for the position.