**Analytical Rubric for the In-Class Learning Activity “Advocate for a Body Positive World”**

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| **Parameter** | **4** | **3** | **2** | **0-1** |
| **Content (Core Concepts)** | The response is complex, accurate, comprehensive, showing breadth & depth of information; relationships are described and conclusions drawn. | The response identifies relationships between 2 or more health concepts; there is some breadth of information, although there may be minor inaccuracies | The response shows some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies. | The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts. |
| **Advocacy (NHES/Skill)** | The response shows evidence of the ability to apply advocacy skills; the response is complete and shows proficiency in the skill. | The response shows evidence of the ability to apply advocacy skills; the response is mostly complete but may not be fully proficient. | The response shows some evidence of the ability to apply advocacy skills; the response may have inaccuracies or be incomplete. | The response shows little or no evidence of the ability to apply advocacy skills. |
| **2 ways to create a body positive world are chosen**  | There are two positive body image statements selected and an example scenario is written about each one | There are two positive body image statements selected and am example scenario is written about only one selected | There is only one positive body image statement selected and an example scenario is written  | There are no positive body images selected or written about |
| **Content Supports Advocating a Positive Body Image** | Content shows evidence of advocacy of a positive body image in both examples | Content shows evidence of advocacy for one example and shows little advocacy for the other | Content shows little evidence of advocacy for a positive body image in the examples | Content shows no evidence of advocacy for a positive body image in the examples |
| **Applies positive statements chosen to real life situation** | Content shows evidence relating to real life situation for both examples | Content shows evidence relating to real life situation for only one example  | Content shows little evidence relating to real life | Content shows no evidence of relating to real life |
| **Length of each example written is at least 4 to 6 sentences**  | Length of both examples are at least 4 to 6 sentences each | Length of only one example is 4 to 6 sentences long each | Length of both examples are 3 sentences long each | Length of both examples are 2 or less sentences long each |