|  |  |  |  |
| --- | --- | --- | --- |
|  | ✓+ | ✓ | ✓- |
| **Ability to use evidence to make inferences (scientific habits of mind)** | Correct links and predictions are formed from the data which is reflected in responses that tie together the history of lead and current exposures. | Student response may include either correct links and predictions OR responses that tie together the history of lead and current exposures (but not both), or only makes weak connections between data and inferences. | No connections are made between various data points, and responses to questions are unrelated to data provided. |
| **Analytical and systems thinking** | The student response clearly articulates the connection between past uses of lead and current distribution and exposure. | The student response demonstrates historical uses of lead and current exposure, but does not address the connection between them. | The student response does not address past uses of lead and solely addresses current exposures. |
| **Participation and effort** | Responses demonstrate a multitude of factors and complexity of interactions that contribute to elevated blood lead levels. | Responses are partially developed and responses are not complete. Factors or interactions are not related to elevated blood lead levels. | Responses are incomplete or overly simplified. |

This has the potential to be a class level activity and the rubric could be utilized to grasp the understanding of the class as a whole based on how robust the discussion is. If you choose to assign this as a take-home or written assignment, it could be converted to a point scale and used to more thoroughly evaluate each student.