# Role of Analysis in the Crime Prevention of Homeland Security

## Course
Security Services

## Unit VI
Prevention and Analysis

### Essential Question
What steps do security personnel take to conduct a threat assessment?

### Rationale
The Department of Homeland Security was organized to protect the country from terrorist acts and minimize the damage of a terrorists attack or natural disaster. In order to achieve this task, security specialists must conduct what is called a threat assessment. This is an assessment of whether a potential terrorist act will happen, where it will happen, and expected damages and injuries if it does happen.

### Objectives
The students will be able to:
1. Summarize the steps of the intelligence cycle, such as planning, collection, collation, evaluation, analysis, dissemination, and feedback.
2. Execute a crime pattern analysis identifying links between a given crime and a set of potentially related incidents

### Engage
Discuss the following questions and use the Discussion Rubric for assessment:

- What constitutes terrorism?
- Why is the food supply a possible target for terrorist activity?
- What are the obstacles that keep law enforcement from working with private security?
- Why is it important to establish formal partnerships between police and private security organizations?

### Key Points
I. Terrorism
   A. Is a difficult concept to explain
   B. Does not include acts of violence in which the terror component is incidental or secondary to some other primary objective
   C. Is a psychological weapon that is aimed at its immediate victim and also a wider audience; it has the goal of creating a behavior change in that audience
   D. Includes creative tactics without boundaries
   E. Characteristics of terrorism
      1. The meaning of the act is derived from the choice of target and victim
         a) Domestic terrorism – practiced in one’s own country, typically against one’s own people, but can include terrorists committing an act on domestic territory
         b) International terrorism – typically practiced in a foreign country by terrorists who are not native to that country

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II. Threat Assessment
   A. Assessment of whether a potential terrorist will happen, where it will happen, and expected damages and injuries if it does happen
   B. A developing field pioneered by the US Department of the Treasury’s US Secret Service
   C. Commonly used in counterterrorism
   D. Involves the investigation and analysis of the situations and the individuals that may pose threats to the public

III. The Department of Homeland Security (DHS)
   A. Established in January, 2003
   B. Organized to protect the country from terrorist acts and to minimize the damage of a terrorist attack or natural disaster
   C. Absorbed many different law enforcement resources and organizations
   D. The first federal department with homeland security as its primary objective
   E. Created by The Homeland Security ACT (HLS) that was passed in 2002 as a direct result of the terrorist acts of 9/11/01
   F. Works through partnerships with state, local, and tribal governments, and the private sector, to ensure the highest level of protection and preparedness for the country and the citizens it serves

IV. Private Security
   A. The private security individual’s role as a first responder
      1. More limited than the role of the first police officer or other public authority on the scene
      2. Protect people and property until the police or public authority arrives on the scene
   B. The first responders to the 9/11/01 terrorist attack in New York City were private security employees; at least thirty-five of them died that day
   C. There is a need for law enforcement agencies to build formal partnerships with private security organizations

V. Partnerships
   A. Private Security/Public Policing Partnerships policy paper
      1. Created in 2004 by the US Department of Justice Office of Community Oriented Policing Services (COPS), in partnership with the International Association of Chiefs of Police (IACP) and a broad-based group of private-sector/law enforcement professionals
      2. A comprehensive policy paper that outlines a national strategy to establish partnerships between private security and public law enforcement agencies to create action plans
for responding to terrorism
B. Public–private cooperation: relationships between law enforcement and private security
1. Many studies see a need for law enforcement/private security partnerships
2. These fields have much to offer each other but often lack confidence in one another
3. These partnerships take many forms and occur at many levels (i.e. informal, ad-hoc collaboration, formal partnerships, or contractual agreements)
4. Benefits of partnership include
   a) Law enforcement agencies have an improved capacity to carry out their traditional crime-fighting duties and their additional homeland security duties by using the many private security resources in the community
   b) Private security organizations have an improved capacity to carry out their mission of protecting their companies’ or clients’ people, property, and information, while at the same time serving the homeland security objectives of their communities
   c) With law enforcement/private security partnerships the nation as a whole will benefit from the heightened effectiveness of law enforcement agencies and private security organizations
5. Obstacles of partnerships include
   a) Private security agencies feel that they do not always receive timely information from law enforcement
   b) Law enforcement agencies
      (1) Concerned that private security organizations may not treat information as discreetly as needed
      (2) Feel that private security individuals are not adequately trained
      (3) Do not understand the functions of private security

VI. Targets
A. Terrorist attacks
1. Occur with or without warning
2. Often intended to cause
   a) Mass casualties
   b) Loss of critical resources
   c) Disruption of vital services
   d) Disruption of the economy
   e) Individual and mass panic
3. Have a range of environmental and physical indicators (i.e. factors that are absent are as important as factors that are present)
B. Terrorists
1. Choose their targets to meet their goals (i.e. the food supply)
2. Select “soft” or lightly protected targets over “hard” or very secure targets
3. May also be drawn to major events such as parades or athletic events

C. Some of the weapons available to some terrorist groups include
1. Biological weapons
2. Nuclear weapons
3. Incendiary devices
4. Chemical weapons
5. Explosive devices

VII. Lessons from the 9/11/01 terrorist attacks
A. Crisis management
1. To identify, acquire, and plan the use of resources needed to anticipate, prevent, and/or resolve a threat or an act of terrorism
2. Predominantly a law enforcement response that is most often executed under federal law

B. Challenges of planning for disaster recovery
1. Many individuals that hold key positions in private security also hold reserve positions with law enforcement, fire service, or the National Guard
2. It is critical to anticipate victims’ reactions so that first responders can plan accordingly

C. The impact of natural disasters and terrorist attacks on victims is different, and care should be taken to treat victims accordingly
1. Natural disasters
   a) Many types follow regional and seasonal patterns (i.e. floods, tornadoes, and hurricanes)
   b) These patterns provide some degree of familiarity and predictability for community victims, emergency responders, and disaster relief workers
2. Terrorist attacks
   a) Are caused by deliberate human acts, that include sudden and unexpected threat, horror and destruction
   b) Affect innocent and unsuspecting people in the course of their daily routines
   c) Cause significant psychological issues
      (1) There are usually more psychological victims than physical victims
      (2) The death and destruction become reminders to many victims of their own vulnerability and inability to keep their loved ones safe
3. Fear management comprises the programs that reduce the
incidence of adverse psychological effects following a disaster

VIII. The Federal Emergency Management Agency (FEMA)
   A. Has the mission to
      1. Reduce loss of life and property and protect the nation from all hazards, including natural disasters, acts of terrorism, and other manmade disasters
      2. Lead and support the nation in a risk-based, comprehensive emergency management system of preparedness, protection, response, recovery, and mitigation
   B. Recommendations for emergency situations
      1. Local officials provide information to the public through the media
      2. Individuals in circumstances where they feel threatened or endangered need to leave their current location to avoid danger
      3. The amount of time to evacuate depends on the emergency; planning ahead (including gathering necessary supplies) is essential

IX. Preparedness Issues (Individual/Business)
   A. Communication – plans should be in place to reassure, give instruction, and share information
   B. Leadership/management – needs to review its emergency planning and practice executing decisions before a crisis occurs
   C. Transportation – plans must account for the possibility that many individuals may be stranded after a disaster
   D. Geographic location – in some types of disasters, individuals or businesses must move to an alternate geographic location
   E. Personnel backup – companies that have some form of structural leadership or hierarchy ensure that certain employees are trained to replace employees that depart from the company
   F. Database backup – companies need to understand that some redundancy in operations and processing is helpful
   G. Key dependencies – companies should understand their dependencies on key vendors
   H. Security – consists of threat assessment; individuals or companies must assess security measures

Activities
   1. Threat Assessment. Divide the students into groups and provide each group with a Disaster Scenarios Handout. Have the students discuss how they would resolve the situation. A captain may be designated for each group to present the collaborative resolution. Use the Discussion Rubric, the Group Evaluation Rubric, and the Presentation Rubric for assessment as needed.
2. Have students work together in several small groups. Have each group make a list of potential terrorist targets, then discuss and create a means to protect and harden those targets. Use the Discussion Rubric and the Peer Evaluation Rubric for assessment.

3. Have students work in pairs on a computer with Internet access. Have the students work together to research a natural disaster or terrorist act. Have the students use their research to create a presentation (computer-based or poster board) and teach the class about their incident. Use the Research Rubric and the Presentation Rubric for assessment.

Assessments
Role of Analysis in the Crime Prevention of Homeland Security Exam and Key
Discussion Rubric
Group Evaluation Rubric
Peer Evaluation Rubric
Presentation Rubric
Research Rubric

Materials
Role of Analysis in the Crime Prevention of Homeland Security computer-based presentation
Role of Analysis in the Crime Prevention of Homeland Security Key Terms
Disaster Scenarios Handout
White board/chalk board
Computers with Internet Access
Computer-based presentation software or poster boards and markers

Resources
US Department of Justice (DOJ), Engaging the Private Sector to Promote Homeland Security: Law Enforcement-Private Security Partnerships
https://www.ncjrs.gov/pdffiles1/bja/210678.pdf
Introduction to Private Security: Theory Meets Practice, Cliff Roberson & Michael L. Birzer
Introduction to Security (6th Ed.), Robert J. Fischer & Gion Green
Investigator/Officer’s Personal Experience

Accommodations for Learning Differences
For reinforcement, the students will create a Venn Diagram illustrating the similarities and differences between natural disasters and terrorist disasters. Use the Individual Work Rubric for assessment.

For enrichment, the students will research specific incidents of terrorist
attacks, select one, and write a short research paper about the incident. Use the Research Rubric for assessment.

**State Education Standards**  
**Texas Essential Knowledge and Skills for Career and Technical Education**  
§130.298. Security Services (One to Two Credits).

(8) The student recognizes the role of intelligence analysis in crime prevention and homeland security. The student is expected to:

(A) summarize the steps of the intelligence cycle such as planning, collection, collation, evaluation, analysis, dissemination, and feedback; and

(B) execute a crime pattern analysis identifying links between a given crime and a set of potentially related incidents.

**College and Career Readiness Standards**  
**English/Language Arts Standards**  
III. Speaking

A. Understand the elements of communication both in informal group discussions and formal presentations (e.g., accuracy, relevance, rhetorical features, organization of information).

1. Understand how style and content of spoken language varies in different contexts and influences the listener’s understanding.

2. Adjust presentation (delivery, vocabulary, length) to particular audiences and purposes.
Role of Analysis in the Crime Prevention of Homeland Security Key Terms

Antiterrorism – defensive measures used to reduce the vulnerability of individuals and property to terrorist acts, to include limited response and containment by local military forces (DOJ)

Biochemicals – the chemicals that make up or are produced by living things (DOJ)

Biological weapons agents – living organisms, or the chemical compounds derived from them, that cause disease or disrupt physiological activity in humans, animals, or plants, or that cause deterioration of material. Biological agents may be dispersed as liquid droplets, aerosols, or dry powders (DOJ)

Biological weapons – the intentional use of biological agents as weapons to kill or injure humans, animals, or plants, or to damage equipment (DOJ)

Bioterrorism – the illicit use of biological agents (e.g., bacteria, viruses, and parasites or their byproducts) to cause illness and spread fear (DOJ)

Counterterrorism – operations that include offensive measures taken to prevent, deter, preempt, and respond to terrorism (DOJ)

Crisis management – measures taken to identify, acquire, and plan the use of resources needed to anticipate, prevent, and/or resolve a threat or act of terrorism. Crisis management is predominantly a law enforcement response, most often executed under federal law

Fear management – comprises the programs that reduce the incidence of adverse psychological effects following a disaster

Hazardous material (HAZMAT) – any substance or material in a quantity or form that may be harmful or injurious to humans, domestic animals, wildlife, economic crops, or property when released into the environment. The four traditional classes are chemical, biological, radiological, and explosive (DOJ)

Incident management – a national comprehensive approach to preventing, preparing for, responding to, and recovering from terrorist attacks, major disasters, and other emergencies. Incident management includes measures and activities performed at the local, state, and national levels and includes both crisis and consequence management activities

National critical infrastructure and key assets – the infrastructure and assets vital to a nation’s security, governance, public health and safety, economy, and public confidence. They include telecommunications, electrical power systems, gas and oil distribution and storage, water supply systems, banking and finance, transportation, emergency services, industrial assets, information systems, and continuity of government operations

National Security Emergency – events that include nuclear, conventional, chemical, and biological warfare, and civil disorder, terrorism, and/or energy shortages

Terrorism – a violent act or an act that is dangerous to human life, in violation of the criminal laws of the United States or any segment thereof, to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives (DOJ)
Disaster Scenarios Handout

**Purpose:** The purpose of this activity is to enable you to apply security/threat assessment protocols to a disaster/terrorist incident.

**Instructions:** Follow the steps below to complete this activity:

1. Assume that you are a first responder to a major incident, or you are coordinating safety measures for a public event or protecting a government building.
2. Working in your table/group, read the scenario assigned to your group and determine as a team what actions to take.
3. Make a list as to what takes priority.
4. You will have 10 minutes to read and discuss your scenarios.
5. Select a spokesperson to present the team’s response to the class.

**Scenario #1**
You are the owner of a large security company/office that has a large staff, various clients, databases and office/company equipment. Weather reports are indicating that a major natural disaster (i.e. tornado, hurricane, or earthquake) may approach your location. What steps would you take to protect your assets and staff?

**Scenario #2**
You are a member of the US Secret Service. A political candidate is planning on giving a speech at an outdoor pavilion at a major metropolitan city. Your duty is not only to protect the political candidate but also assess the location, coordinate resources, and evaluate the location. What steps do you take to protect the candidate?

**Scenario #3**
It is a bright, sunny spring day. You are the head of security for a large ten-story office building that houses various industries. One of your security personnel was informed by the front desk that a phone call was received saying that a bomb is in the building. What security measures would you initiate?

**Scenario #4**
As a police officer you are dispatched to a shopping mall where reports of gunfire have been heard. You arrive at the parking lot of the location and observe people screaming and running outside. You soon discover that there are several armed gunmen firing automatic weapons inside the shopping mall.
Role of Analysis in the Crime Prevention of Homeland Security Exam

Matching

A. Antiterrorism
B. Biochemicals
C. Biological weapons agents
D. Biological weapons
E. Bioterrorism
F. Counterterrorism
G. Crisis management
H. Fear management
I. Hazardous material (HAZMAT)
J. Incident management
K. National critical infrastructure and key assets
L. National Security Emergency
M. Terrorism

1. _____ Comprises the programs that reduce the incidence of adverse psychological effects following a disaster

2. _____ The infrastructure and assets vital to a nation’s security, governance, public health and safety, economy, and public confidence

3. _____ A national comprehensive approach to preventing, preparing for, responding to, and recovering from terrorist attacks, major disasters, and other emergencies.

4. _____ The chemicals that make up or are produced by living things

5. _____ A violent act or an act that is dangerous to human life, in violation of the criminal laws of the United States or any segment thereof, used to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives

6. _____ Any substance or material in a quantity or form that may be harmful or injurious to humans, domestic animals, wildlife, economic crops, or property when released into the environment. The four traditional classes are chemical, biological, radiological, and explosive

7. _____ Defensive measures used to reduce the vulnerability of individuals and property to terrorist acts, to include limited response and containment by local military forces

8. _____ The illicit use of biological agents (e.g., bacteria, viruses, and parasites or their byproducts) to cause illness and spread fear
9. _____ Events that include nuclear, conventional, chemical, biological warfare, civil disorder, terrorism, and/or energy shortages

10. _____ The intentional use of biological agents as weapons to kill or injure humans, animals, or plants, or to damage equipment

11. _____ Operations that include the offensive measures taken to prevent, deter, preempt, and respond to terrorism

12. _____ Living organisms or the chemical compounds derived from them that cause disease or disrupt physiological activity in humans, animals, or plants, or that cause deterioration of material

13. _____ Measures used to identify, acquire, and plan the use of resources needed to anticipate, prevent, and/or resolve a threat or an act of terrorism

Multiple Choice

14. _____ The Homeland Security ACT (HLS) was passed in:
   A. 2000
   B. 2001
   C. 2002
   D. 2003

15. _____ Which of the following is not an obstacle that tends to keep law enforcement from working with private security?
   A. Law enforcement individuals feel that private security individuals are not adequately trained
   B. Private security agencies feel that they do not always receive timely information from the police
   C. Law enforcement officials understand the functions of private security
   D. Police fear that private security organizations may not treat information as discreetly as needed

16. _____ Terrorists tend to select targets that are which of the following?
   A. Hard
   B. Secure
   C. Soft
   D. Protected

17. _____ The Federal Emergency Management Agency (FEMA) has its primary mission to do which of the following?
   A. Reduce the loss of life and property and protect the nation from all hazards
   B. Natural disasters
   C. Acts of terrorism
   D. All of the above
18. _____ When the first responder is a private security professional, which of the following statements is correct?
   A. The private individual does not have the authority to take certain actions
   B. He or she cannot take steps to assist in the mitigation of the consequences
   C. He or she cannot shut off gas lines and assist in restoring basic services
   D. He or she can order private businesses to provide needed materials

19. _____ Which of the below is not one of the primary missions of the Department of Homeland Security?
   A. Prevent terrorist attacks worldwide
   B. Reduce the vulnerability of the United States to terrorism
   C. Minimize the damage from terrorist attacks that do occur within the United States
   D. Assist in the recovery after a terrorist attack within the United States

20. ____ Private security individuals and organizations have three distinct roles in combating terrorism; which of the options below is not one of the roles?
   A. Information gathering and sharing to provide early warnings of terrorist threats or natural disaster
   B. Acting as first responders
   C. Providing assistance and aid after a terrorist attack or natural disaster
   D. Assuming the duties of a police officer.

True/False

21. ____ Terrorism is an abstract concept with no essence.
   A. True
   B. False

22. ____ Most definitions of terrorism exclude acts of violence in which the terror component is incidental or secondary to some other primary objectives.
   A. True
   B. False

23. ____ Terrorist groups are creative in their tactics and leave open the possibility that anything can happen.
   A. True
   B. False

24. ____ Threat assessment is a developing field pioneered by the FBI, which is charged with protecting the President of the United States and other US and foreign leaders.
   A. True
   B. False
25. ____ Prior to the establishment of the Department of Homeland Security, the US Treasury Department had homeland security as its primary objective.
   A. True
   B. False

26. ____ Generally, the main function of the security professional when he or she arrives at the scene of a terrorist attack is to protect people and property until the police or public authority arrives on the scene.
   A. True
   B. False

27. ____ Formal cooperation has long taken place between the federal government and security practitioners in the defense industry.
   A. True
   B. False

28. ____ The Department of Homeland Security was created as a direct result of the Oklahoma City Bombing.
   A. True
   B. False
Role of Analysis in the Crime Prevention of Homeland Security Exam Key

1. H
2. K
3. J
4. B
5. M
6. I
7. A
8. E
9. L
10. D
11. F
12. C
13. G
14. C
15. C
16. C
17. D
18. A
19. A
20. D
21. A
22. A
23. A
24. B
25. B
26. A
27. A
28. B
Group Evaluation

Group 1

Did the group take the assignment seriously?
Yes
No
1 2 3 4 5 6 7 8 9 10

Could you tell what the group was trying to portray?
Yes
No
1 2 3 4 5 6 7 8 9 10

Was the group portrayal creative?
Yes
No
1 2 3 4 5 6 7 8 9 10

Did the group include the correct elements?
Yes
No
1 2 3 4 5 6 7 8 9 10

Would you like to see this group demonstrate their talent for you in the future?
Yes
No
1 2 3 4 5 6 7 8 9 10

Total Score_______

Group 2

Did the group take the assignment seriously?
Yes
No
1 2 3 4 5 6 7 8 9 10

Could you tell what the group was trying to portray?
Yes
No
1 2 3 4 5 6 7 8 9 10

Was the group portrayal creative?
Yes
No
1 2 3 4 5 6 7 8 9 10

Did the group include the correct elements?
Yes
No
1 2 3 4 5 6 7 8 9 10

Would you like to see this group demonstrate their talent for you in the future?
Yes
No
1 2 3 4 5 6 7 8 9 10

Total Score_______
Group 3

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 10 Yes

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 10 Yes

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 10 Yes

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 10 Yes

Would you like to see this group demonstrate their talent for you in the future?
No 1 2 3 4 5 6 7 8 9 10 Yes

Total Score_______

Group 4

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 10 Yes

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 10 Yes

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 10 Yes

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 10 Yes

Would you like to see this group demonstrate their talent for you in the future?
No 1 2 3 4 5 6 7 8 9 10 Yes

Total Score_______
Group 5

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 Yes 10

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 Yes 10

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 Yes 10

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 Yes 10

Would you like to see this group demonstrate their talent for you in the future?
No 1 2 3 4 5 6 7 8 9 Yes 10

Total Score_______

Group 6

Did the group take the assignment seriously?
No 1 2 3 4 5 6 7 8 9 Yes 10

Could you tell what the group was trying to portray?
No 1 2 3 4 5 6 7 8 9 Yes 10

Was the group portrayal creative?
No 1 2 3 4 5 6 7 8 9 Yes 10

Did the group include the correct elements?
No 1 2 3 4 5 6 7 8 9 Yes 10

Would you like to see this group demonstrate their talent for you in the future?
No 1 2 3 4 5 6 7 8 9 Yes 10

Total Score_______
Peer Evaluation

1) Name of Student

At what level of seriousness did they take this activity?
Not Very Serious       Very Serious
0    1    2    3    4

Did they make a significant contribution to the brainstorming process?
No        Yes
0    1    2    3    4

Did they make a significant contribution to preparing for the activity?
No        Yes
0    1    2    3    4

What was the level of their participation in the activity(s)?
None       A Lot
0    1    2    3    4

Would you want to work with this person in a group again based on their level of productivity?
No        Yes
0    1    2    3    4

Total Score_______

2) Name of Student

At what level of seriousness did they take this activity?
Not Very Serious       Very Serious
0    1    2    3    4

Did they make a significant contribution to the brainstorming process?
No        Yes
0    1    2    3    4

Did they make a significant contribution to preparing for the activity?
No        Yes
0    1    2    3    4

What was the level of their participation in the activity(s)?
None       A Lot
0    1    2    3    4

Would you want to work with this person in a group again based on their level of productivity?
No        Yes
0    1    2    3    4

Total Score_______
3) Name of Student ______________________________________
At what level of seriousness did they take this activity?
Not Very Serious                     Very Serious
0  1  2  3  4
Did they make a significant contribution to the brainstorming process?
No                                           Yes
0  1  2  3  4
Did they make a significant contribution to preparing for the activity?
No                                           Yes
0  1  2  3  4
What was the level of their participation in the activity(s)?
None                     A Lot
0  1  2  3  4
Would you want to work with this person in a group again based on
their level of productivity?
No                                           Yes
0  1  2  3  4
Total Score_______

4) Name of Student ______________________________________
At what level of seriousness did they take this activity?
Not Very Serious                     Very Serious
0  1  2  3  4
Did they make a significant contribution to the brainstorming process?
No                                           Yes
0  1  2  3  4
Did they make a significant contribution to preparing for the activity?
No                                           Yes
0  1  2  3  4
What was the level of their participation in the activity(s)?
None                     A Lot
0  1  2  3  4
Would you want to work with this person in a group again based on
their level of productivity?
No                                           Yes
0  1  2  3  4
Total Score_______
**5) Name of Student**

At what level of seriousness did they take this activity?

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Would you want to work with this person in a group again based on their level of productivity?

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Total Score_______

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**6) Name of Student**

At what level of seriousness did they take this activity?

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Total Score_______
**Discussion Rubric**

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<tr>
<td>Participates in group discussion</td>
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<td>Encourages others to join the conversation</td>
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<td>Keeps the discussion progressing to achieve goals</td>
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<td>Shares thoughts actively while offering helpful recommendations to others</td>
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<td>Gives credit to others for their ideas</td>
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<td>Respects the opinions of others</td>
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<td>Involves others by asking questions or requesting input</td>
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<tr>
<td>Expresses thoughts and ideas clearly and effectively</td>
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**Total Points (32 pts.)**

Comments:
# Presentation Rubric

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<tr>
<td><strong>Topic/Content</strong></td>
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<td>• Topic discussed completely and in-depth</td>
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<td>• Includes properly cited sources (if used)</td>
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<td><strong>Creativity/Neatness</strong></td>
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<td>• Integrates a variety of multimedia effects to create a professional presentation (transition and graphics) or appropriate visual aid used</td>
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<td>• Title slide, table of contents, bibliography are included, using acceptable format</td>
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<td><strong>Mechanics</strong></td>
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<td>• Grammar, spelling, punctuation, and capitalization are correct</td>
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<td>• Image and font size are legible to the entire audience</td>
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<td><strong>Oral Presentation</strong></td>
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<td>• Communicates with enthusiasm and eye contact</td>
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<td>• Voice delivery and projection are dynamic and audible</td>
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<td><strong>Audience Interaction</strong></td>
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<td>• Presentation holds audience’s attention and relates a clear message</td>
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<td>• Clearly and effectively communicates the content throughout the presentation</td>
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<td><strong>Total Points (20 pts.)</strong></td>
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Comments:
## Research Rubric

|------------|------------------|-------------|-------------------------------|-------------------------------|-----|-----|
| **Question/goal**  
Student identified and communicated a question or goal of the research | | | | | | |
| **Research/Gathering information (if relevant)**  
Student used a variety of methods and sources to gather information.  Student took notes while gathering information | | | | | | |
| **Conclusion/Summary**  
Student drew insightful conclusions and observations from the information gathered. Information is organized in a logical manner | | | | | | |
| **Communication**  
Student communicated the information gathered and summary or conclusions persuasively. Student demonstrated skill in the use of media used to communicate the results of research | | | | | | |
| **Reflection**  
Student reflected on the importance of the research and its potential application | | | | | | |

**Total Points (20 pts.)**

**Comments:**