



## SCORING RUBRIC

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As you get started with your class, please be sure to refer to this rubric as a guideline. The same rubric is used by our judges when evaluating submissions and can serve as a helpful resource in creating a winning project!

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# Class Project: Total possible - 45 points

## Guiding Questions

- In what ways were students actively involved in the selection, research, investigation and evaluation of the project?
- Why did the class choose to do this project? What is the need for this project?
- Why would this project be important to your community/school?
- How did this project improve upon or enhance student learning beyond the regular classroom curriculum?
- How did outside resources add to the project goals?
- In what ways did the project help students master critical-thinking skills that will prepare them to evaluate issues and make informed decisions regarding stewardship of the planet?



15

10

5

1

## Class Project Components – Content Connections

Project fully demonstrates understanding of one key environmental issue or concern in school/local community/global community, as characterized by:

*-Project is based on research findings from multiple sources. (e.g. guest speakers, internet, books, interviews, local/state organizations, educational materials.)*

and

There are indicators (e.g., teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) That the project is sustainable beyond the life of the Class Project.

Project fully demonstrates understanding of one key environmental issue or concern in school/local community/global community, as characterized by:

*-Project is based on research findings from multiple sources. (e.g. guest speakers, internet, books, interviews, local/state organizations, educational materials.)*

and

There are limited indicators (e.g., teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) that the project is sustainable beyond the life of the Class Project.

Project demonstrates limited understanding of one key environmental issue or concern in school/local community/global community, as characterized by:

*-Project is based on limited research findings from some sources.*

and

There may or may not be indicators (e.g., teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) that the project is sustainable beyond the life of the Class Project.

Project includes more than one environmental issue with multiple activities that may or may not connect to one another.

and

There may or may not be indicators (e.g., teacher evidence, student evidence, evidence of school wide impact or community impact, etc.) that the project is sustainable beyond the life of the Class Project.

# Class Project: Total possible - 45 points

## Guiding Questions

- In what ways were students actively involved in the selection, research, investigation and evaluation of the project?
- Why did the class choose to do this project? What is the need for this project?
- Why would this project be important to your community/school?
- How did this project improve upon or enhance student learning beyond the regular classroom curriculum?
- How did outside resources add to the project goals?
- In what ways did the project help students master critical-thinking skills that will prepare them to evaluate issues and make informed decisions regarding stewardship of the planet?



15	10	5	1
Class Project Components – Content Connections			
<p>Project clearly demonstrates it is an integral part of the regular classroom curriculum, connecting science with reading, writing, math and/or other subjects as appropriate.</p> <p>and</p> <p>Project cites grade appropriate (4-6th grade) - State Content Standards - for English language arts, math, and science. Project may also cite the National Science Education Standards.</p>	<p>Project partially demonstrates it is an integral part of the regular classroom curriculum, integrating science with reading, and/or writing and/or math, and/or other subjects.</p> <p>and</p> <p>Project cites grade appropriate (4th-6th grade) State Content Standards for most content areas addressed above. Project may also cite the National Science Education Standards.</p>	<p>Project has limited integration of science, reading, writing or math activities.</p> <p>and</p> <p>Project has limited citations for appropriate State Content Standards. Project may also have limited citations for the National Science Education Standards.</p>	<p>Project is not an integral part of the regular classroom curriculum.</p> <p>and</p> <p>Project has limited or no citations for appropriate State Content Standards or National Science Education Standards.</p>
Class Project Components – Student Participation			
<p>Project <b>clearly</b> demonstrates evidence that it was inquiry-based, selected, researched, designed, implemented, evaluated, <u>and</u> written by the students.</p>	<p>Project demonstrates <b>some</b> evidence it was inquiry-based, selected, researched, designed, implemented, evaluated, <u>and</u> written by the students.</p>	<p>Project demonstrates <b>minimal</b> evidence it was inquiry-based, selected researched, designed, implemented, evaluated, <u>and</u> written by students.</p>	<p>Project demonstrates <b>limited</b> involvement in one or more of the following: inquiry, selection, research, design, implementation or evaluation.</p>

# Long Term Environmental Impact: Total possible - 30 points

## Guiding Questions

- What is the relationship between your goals, action plan and outcomes
- How was this project important to students, the school and/or community?
- Will we see the effects of this project in 5 years? What is the enduring aspect of this project?
- How did students move from awareness, to stewardship to long-term, responsible action?



15

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5

1

## Long Term Environmental Impact Components – Action Plan

- There is a clear link from the goals to the action plan and to the outcomes.

- A change in student thinking and attitudes that **lead** students to long-term responsible action related to the goal of the project is clearly evident.

- Actions/activities of project are based on sound scientific principles related to the topic.

- Findings and applications from actions/activities are communicated to school and/or community.

- There is a clear link from the goals to the action plan and to the outcomes.

- A change in student thinking and attitudes that **may lead** to long-term responsible action related to the goal of the project. is evident

- Actions/activities of project are based on sound scientific principles related to the topic.

- Findings and applications from actions/activities are communicated to school and/or community.

- There is a moderate link from the goals to the action plan and to the outcomes.

- A change in student thinking and attitudes that that **may lead** to long-term responsible action related to the goals of the project is somewhat evident.

- Actions/activities of project are based on sound scientific principles related to the topic.

- Findings and applications from actions/activities may or may not be communicated to school and/or community.

- There is a moderate or no link from the goals to the action plan and to the outcomes.

- A change in student thinking and attitudes that may lead to long-term responsible action related to the goals of the project is not evident.

- Actions/activities of project are based on limited scientific principles related to the topic.

- Findings and applications from actions/activities may or may not be communicated to school and/or community.

## Long Term Environmental Impact Components – Long-Term Benefit

Long-term impact of environmental benefits with students **and** within the school and/or community are clearly evident

Long-term impact of environmental benefits with students **or** within the school and/or community is evident

Long-term impact of environmental benefits with students **or** within the school and/or community is somewhat evident

Only short-term impact is evident

# Assessment and Reflection: *Total possible – 30 points*

## Guiding Questions

- How do I know this project was successful and is making a difference?
- What evidence of student learning do I have?
- How did this project improve upon or enhance student learning over the regular classroom curriculum?



15	10	5	1
Reflection Components – Student Self -Assessment and Reflection			
<p><b>Student self-assessment and reflection indicates:</b></p> <ul style="list-style-type: none"> <li>• Quality learning* about the environmental issue addressed in the project</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• Quality "learning*" about other aspects of the project (e.g., using technology, writing, art, working as a team, etc.)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• Identifies appropriate personal action to sustain <u>both</u> learnings.</li> </ul>	<p><b>Student self-assessment and reflection indicates:</b></p> <ul style="list-style-type: none"> <li>• Quality learning* about the environmental issue addressed in the project</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• Quality "learning*" about other aspects of the project (e.g., using technology, writing, art, working as a team, etc.)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• Identifies appropriate personal action to sustain <u>either</u> learning.</li> </ul>	<p><b>Student self assessment and reflection indicates:</b></p> <ul style="list-style-type: none"> <li>• Limited learning about the environmental issue addressed in the project</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Quality learning* about other aspects of the project (e.g., using technology, writing, art, working as a team, etc.)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• May or may not identify appropriate personal action to sustain <u>either</u> learning</li> </ul>	<p><b>Student self-assessment and reflection indicates little or no meaningful learning or personal action.</b></p>
Reflection Components – Student Self -Teacher Reflection			
<p>Teacher writing indicates in <b>depth</b> reflection on Teacher Reflection page.</p>	<p>Teacher writing indicates <b>moderate</b> reflection on Teacher Reflection page.</p>	<p>Teacher writing indicates <b>limited</b> reflection on Teacher Reflection page.</p>	<p><b>No teacher reflection included with project.</b></p>

# Portfolio Presentation: *Total possible – 15 points*

## Guiding Questions

- Can someone who knows nothing about your project understand the goals and outcomes of project from the presentation?
- How does the presentation of the project demonstrate originality and creative efforts of the students and teacher?
- How were students involved in completing the presentation of the project?



15	10	5	1
Portfolio Presentation Components – Overall Quality of the Presentation of the Portfolio			
<ul style="list-style-type: none"> <li>• Portfolio is complete and displays all project components, linking goals with project activities.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• Overall presentation of project is original, creative, and artistic showing sustained effort and quality attention to detail.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• There is clear evidence that students were involved in the preparation of the portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio is complete and displays all project components, linking goals with project activities.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• Overall presentation of project is <b>moderately</b> creative, showing some effort and attention to detail.</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• There is <b>clear</b> evidence that students were involved in the preparation of the portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio is complete and displays all project components, linking goals with project activities.</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>• Overall presentation of project is <b>minimally</b> creative, showing some effort and attention to detail.</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>• There is <b>some</b> evidence that students were involved in the preparation of the portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Portfolio is not complete.</b></li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>• Overall presentation of project shows <b>little</b> effort and attention to detail.</li> </ul> <p>and/or</p> <ul style="list-style-type: none"> <li>• There is <b>some or little</b> evidence that students were involved in the preparation of the portfolio.</li> </ul>