

## Scoring Rubric

### Class Project: Total possible - 40 points

#### Guiding Questions

- 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 over the regular classroom curriculum?
- How did outside resources add to the project goals?
- In what ways were students actively involved in reaching project goals?

	10	5	3
<b>Value of Project to Students</b>	<ul style="list-style-type: none"> <li>▪ Project clearly demonstrates in-depth understanding and research of one, key environmental issue or concern in students' school / community.</li> <li>▪ Project extends over an appropriate period of time</li> <li>▪ Project clearly demonstrates that it is an integral part of the regular classroom curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project demonstrates some understanding of one, key environmental issue.</li> <li>▪ Project may extend several weeks, but is limited in its value to the school / community</li> <li>▪ Project makes some curricular connections, but is not an integral part of the regular curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project demonstrates limited understanding or research of one, key environmental issue or concern in students' school/community. May include multiple projects that do not connect to one another.</li> <li>▪ Project is short term and does not have a lasting value to the community</li> <li>▪ Project is not an integral part of the regular classroom curriculum.</li> </ul>
<b>Integration</b>	<ul style="list-style-type: none"> <li>▪ Project clearly demonstrates integration with science, reading, writing, math and other subjects.</li> <li>▪ Project aligns with appropriate CA State Content Standards for 5<sup>th</sup> grade; alignment is noted in the project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project demonstrates some integration of science, reading, writing, math or other subjects.</li> <li>▪ Project attempts to align appropriately with CA State Content Standards for 5<sup>th</sup> grade; alignment may or may not be noted in the project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project has limited integration of science, reading, writing or math activities.</li> <li>▪ Project does not align with CA State Content Standards for 5<sup>th</sup> grade, nor is it noted in the project.</li> </ul>
<b>Use of Resources</b>	<ul style="list-style-type: none"> <li>▪ Project clearly demonstrates use of quality educational materials, community resources and/or speakers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project demonstrates some use of additional educational materials, community resources, or speakers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project demonstrates limited or no use of additional educational materials, community resources or speakers.</li> </ul>
<b>Student Participation</b>	<ul style="list-style-type: none"> <li>• Project clearly demonstrates evidence it was selected, researched, designed, implemented, evaluated, and written by the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Project has some evidence it was selected, researched, designed, implemented, evaluated, and written by the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Project demonstrates limited evidence that students were involved in the selection, research, design, implementation evaluation or written by students.</li> </ul>

**Long Term Environmental Impact: Total possible - 20 points**

## Guiding Questions

- 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 responsible action?

	10	5	3
<b>Action</b>	<ul style="list-style-type: none"> <li>▪ There is clear evidence that the project leads students from an awareness of environmental concepts and current issues to a deeper understanding and responsible action.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is some evidence that the project leads students from an awareness of environmental concepts and current issues to a deeper understanding and responsible action.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is limited evidence that the project leads students from an awareness of environmental concepts and current issues to a deeper understanding and responsible action.</li> </ul>
<b>Long-Term Benefit</b>	<ul style="list-style-type: none"> <li>▪ There is clear evidence of long-term impact of environmental benefits with students <b>and</b> within the school and/or community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is some evidence of long-term impact of environmental benefits with students <b>or</b> within the school and/or community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There is limited evidence of long-term impact of environmental benefits with students <b>or</b> in the school and/or community.</li> </ul>

**Reflection: Total possible – 20 points**

## Guiding Questions

- How do I know this project was successful and 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?

	10	5	3
<b>Student Reflection</b>	<ul style="list-style-type: none"> <li>▪ Project clearly demonstrates that all students have reflected on areas of successes or improvements of project goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project provides some student reflections on areas of successes or improvements of project goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project has little or no meaningful student reflections.</li> </ul>
<b>Teacher Reflection</b>	<ul style="list-style-type: none"> <li>▪ Project clearly demonstrates that the teacher has reflected on the benefits and challenges of meeting project goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project provides some teacher reflection on the benefits and challenges of meeting project goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Project provides limited or no teacher reflections on the benefits or challenges of meeting project goals.</li> </ul>

**Portfolio Presentation: Total possible – 20 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?

	10	5	3
<b>Completeness of Project</b>	<ul style="list-style-type: none"><li>▪ All materials submitted are complete and demonstrate student involvement in conducting the project and preparing the portfolio</li><li>▪ Goals and objectives of the project are clearly articulated</li></ul>	<ul style="list-style-type: none"><li>▪ Partial materials are submitted which demonstrate some student involvement in conducting the project and preparing the portfolio</li><li>▪ Goals and objectives of the project list, but not clearly articulated</li></ul>	<ul style="list-style-type: none"><li>▪ Materials submitted are incomplete and demonstrate no student involvement in conducting the project and preparing project. OR</li><li>▪ Project goals are not related to the materials shown in the portfolio</li></ul>
<b>Overall quality of presentation</b>	<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>	<ul style="list-style-type: none"><li>▪ Overall presentation of project shows good effort and quality in its originality, creativeness or artistic value.</li></ul>	<ul style="list-style-type: none"><li>▪ Overall presentation of project is not original, creative or artistic in nature. Little effort in presentation of project.</li></ul>