

Video Criteria	NJ Student Climate Challenge Rubric				Points
Storytelling: Creative Elements	16-20	11-15	6-10	0-5	/20
	The digital story is creative and engages an audience effectively with a clear purpose.	The digital story has some creative elements and is at times engaging.	The digital story is somewhat generic with few engaging elements related to the video's purpose.	The digital story is difficult to follow or uninteresting; lacks narrative and connection to purpose.	
Core Science Ideas	23-30	16-22	8-15	0-7	/30
	The digital story clearly addresses the relationship between human impact and climate change. The cause and effect are accurately described and supported by evidence.	The digital story clearly addresses the relationship between human impact and climate change. The cause and effect are described but not fully supported by evidence.	The digital story does not fully describe the relationship between human activity and climate change.	The digital story's tie to human impact is inadequate or missing.	
Project Solutions	23-30	16-22	8-15	0-7	/30
	The digital story demonstrates innovative, practical and easily implementable solutions.	The digital story demonstrates somewhat practical and innovative solutions.	The digital story demonstrates impractical or difficult solutions to implement. Project solutions suggested are impractical or difficult to implement.	No solutions given in the digital story nor through the implementation of the action project.	
Written Component					
Project Rationale	10	8-9	4-7	0-3	/10
	The project rationale clearly provides a detailed summary of the project and its connection to climate change using appropriate scientific evidence.	The project rationale provides a summary of the project and its connection to climate change using some scientific evidence, but may lack detail in the scientific portion of the rationale.	The project rationale lacks a clear summary of the project and its connection to climate change. The scientific evidence is weak or misinterpreted to some extent.	The project rationale provides little to no information on the project, the connection to climate change and lacks or has no accurate scientific evidence to support their project.	
Team Reflections	10	8-9	4-7	0-3	/10
	Students offer thoughtful reflections. Students show how their knowledge of Climate Change has deepened, point out the obstacles they faced and how they tackled them, and provide specific examples on how they would have approached the project differently.	Students attempt to reflect on their project, but their discussion lacks depth and insight. They touch on their increased understanding of Climate Change, but the explanation is limited. They briefly mention challenges faced, but details are lacking. Additionally, their reflection on how they would approach the project differently is minimal and lacks specific examples based on their experience.	Students provide a reflection, but it does not address all aspects of the reflection requirements. They only reflect and answer 2 or 3 questions from the reflection.	Students provide little or no reflection on their project or may only focus on 1 of the required reflection questions.	
Total					/100
NJSLS Standards:					
<ul style="list-style-type: none"> MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, considering relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 1.2.2. Pr4b: Practice combining varied academic, arts and media content to form media artworks. NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. 					