

Video Criteria	NJ Student Climate Challenge Rubric				Points
Climate Change Connection and Support	15-20	10-15	5-10	0-5	/20
	The Digital Story accurately outlines how the project addresses a cause or impact of climate change, and is supported by credible sources.	The Digital Story outlines how the action project addresses a cause or impact of climate change. The causes and impacts are generally accurate and supported by credible sources.	The Digital Story partially outlines how the action project addresses a cause or impact of climate change. Some causes and impacts are described but lack depth or sufficient support from credible sources.	The Digital Story minimally outlines how the action project addresses a cause or impact of climate change. The description of causes and impacts are vague and lacks credible sources for support.	
Narrative Flow and Presentation	15-20	10-15	5-10	0-5	/20
	The digital story is creative, well-organized, and effectively engages the audience with a clear purpose.	The digital story is creative and somewhat organized, and attempts to engage the audience with a clear purpose, though some aspects of story could be improved.	The digital story shows some creativity and organization, but the purpose is not always clear, and audience engagement is inconsistent.	The digital story lacks creativity and organization, fails to engage the audience, and has an unclear or missing purpose.	
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 the causes and impacts of climate change using credible scientific evidence.	The project rationale summarizes the project and its connection to the causes and impacts of climate change, using credible scientific evidence, though it may lack detail in the scientific explanation.	The project rationale lacks a clear summary of the project's connection to climate change, with scientific evidence that is either weak or partially misinterpreted.	The project rationale provides little to no information on the project or the connection to climate change and lacks accurate scientific evidence to support their project.	
Team Reflections	10	8-9	4-7	0-3	/10
	Students offer thoughtful reflections, demonstrating how their knowledge of climate change has deepened. They clearly identify the obstacles they faced, explain how they overcame them, and provide specific examples of how they would approach the project differently.	Students reflect on their project but lack depth and insight. They mention their understanding of climate change and challenges faced, but the details are limited, and their reflection on how they would approach the project differently includes few specific examples.	Students provide a reflection, but it addresses only 2 or 3 of the required aspects, leaving some reflection questions unanswered.	Students provide little to no reflection on their project, addressing only 1 or none of the required reflection questions.	
Total					/60
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. 					