



# MIDDLE SCHOOL SCORING RUBRIC

## Component #1 Class Project

### A. Value Based on Local Action and Impact

TOTAL POINTS

45

#### 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 the community/school?
- How did outside resources add to the project goals? How did experts/mentors contribute to the overall project?
- 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
<p>Project <u>FULLY DEMONSTRATES</u> student understanding of <u>ONE</u> key environmental issue or concern in school/local community/global community, as characterized by:</p> <p><i>Project is founded on science concepts and based on <u>MULTIPLE</u> sources, (e.g., guest speakers, internet, books, interviews, educational materials) and appropriate learning experiences.</i></p> <p>AND</p> <p>There are <u>CLEAR INDICATORS</u> (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.</p>	<p>Project <u>FULLY DEMONSTRATES</u> student understanding of <u>ONE</u> key environmental issue or concern in school/local community/global community, as characterized by:</p> <p><i>Project is founded on science concepts and based on <u>MULTIPLE</u> sources, (e.g., guest speakers, internet, books, interviews, educational materials) and appropriate learning experiences.</i></p> <p>AND</p> <p>There are <u>LIMITED INDICATORS</u> (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.</p>	<p>Project <u>DEMONSTRATES MODERATE OR LIMITED</u> student understanding of <u>ONE</u> key environmental issue or concern in school/local community/global community, as characterized by:</p> <p><i>Project is founded on science concepts and based on <u>MODERATE OR LIMITED RESEARCH</u> findings from <u>SOME</u> sources and <u>SOME</u> appropriate learning experiences.</i></p> <p>AND</p> <p>There may or may not be <u>INDICATORS</u> (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.</p>	<p>Project includes <u>MORE THAN ONE</u> key environmental issue with multiple activities that may or may not connect to one another.</p> <p>AND</p> <p>There may or may not be <u>INDICATORS</u> (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.</p>



# MIDDLE SCHOOL SCORING RUBRIC

## Component #1 Content Connections

### B. Content Connections

TOTAL POINTS

45

#### Guiding Questions

- How was the project integral to students learning standards based content?
- How did this project improve upon or enhance student learning beyond the regular classroom curriculum?
- 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
<p>Project <u>CLEARLY DEMONSTRATES</u> it is an integral part of the regular classroom curriculum.</p> <p>AND</p> <p>Project connects science with reading, writing, AND math as well as other subjects as appropriate.</p> <p>AND</p> <p>Project cites and uses <u>SPECIFIC GRADE APPROPRIATE</u> state content standards for English language arts, math, and science. Project may also cite the National Science Education Standards (NSES).</p>	<p>Project <u>CLEARLY DEMONSTRATES</u> it is an integral part of the regular classroom curriculum.</p> <p>AND</p> <p>Project connects science with reading, writing, AND math as well as other subjects as appropriate.</p> <p>AND</p> <p>Project cites and uses <u>GENERAL GRADE APPROPRIATE</u> state content standards for English language arts, math, and science. Project may also cite NSES.</p> <p>OR</p> <p>Project <u>CLEARLY DEMONSTRATES</u> it is an integral part of the regular classroom curriculum</p> <p>AND</p> <p>Project connects science with reading, <u>AND/OR</u> writing, <u>AND/OR</u> math <u>AND/OR</u> other subjects as appropriate.</p> <p>AND</p> <p>Project cites and uses <u>SPECIFIC GRADE APPROPRIATE</u> state content standards for most content areas addressed above. Project may also cite NSES.</p>	<p>Project <u>CLEARLY DEMONSTRATES</u> it is an integral part of the regular classroom curriculum.</p> <p>AND</p> <p>Project connects science with reading, <u>AND/OR</u> writing, <u>AND/OR</u> math <u>AND/OR</u> other subjects as appropriate.</p> <p>AND</p> <p>Project cites and uses <u>GENERAL GRADE APPROPRIATE</u> state content standards for English language arts, math, and science. Project may also cite NSES.</p> <p>OR</p> <p>Project has <u>LIMITED INTEGRATION</u> of science, reading, writing <u>OR</u> math activities</p> <p>AND/OR</p> <p>Project has <u>LIMITED CITATIONS</u> for appropriate state content standards. Project may also have limited citations for the National Science Educational Standards.</p>	<p>Project is <u>NOT AN INTEGRAL PART</u> of the regular classroom curriculum.</p> <p>AND</p> <p>Project <u>MAY OR MAY NOT HAVE CITATIONS</u> for appropriate state content standards or National Science Educational Standards.</p>



# MIDDLE SCHOOL SCORING RUBRIC

## Component #1 Content Connections

### C. Student Participation

TOTAL POINTS

45

#### Guiding Questions

- In what ways were students actively involved in the selection, research, investigation and evaluation of the project?
- How did this project improve upon or enhance student learning beyond the regular classroom curriculum?
- Is student participation representative of the school's student population?

15	10	5	1
<p>Project demonstrates <u>CLEAR EVIDENCE</u> that students participated in <u>ALL</u> aspects of the project (inquiry, design, research, implementation, evaluation and documentation)</p> <p>AND</p> <p>Student participation is <u>REPRESENTATIVE</u> of the school's student demographics.</p>	<p>Project demonstrates <u>SOME EVIDENCE</u> that students participated in <u>ALL</u> aspects of the project (inquiry, design, research, implementation, evaluation and documentation)</p> <p>AND</p> <p>Student participation is <u>REP-RESENTATIVE</u> of the school's student demographics.</p>	<p>Project demonstrates <u>CLEAR</u> or <u>SOME EVIDENCE</u> that students were involved in <u>SOME</u> of the following: inquiry, design, re-search, implementation, evaluation and documentation.</p> <p>AND</p> <p>Student participation <u>MAY OR MAY NOT BE REPRESENTATIVE</u> of the school's student demographics.</p>	<p>Project demonstrates <u>CLEAR</u> or <u>SOME EVIDENCE</u> that students were involved in <u>FEW OR NONE</u> of the following: inquiry, design, research, implementation, evaluation and documentation.</p> <p>OR</p> <p>There is no evidence of student involvement.</p> <p>AND</p> <p>Student participation <u>MAY OR MAY NOT BE REPRESENTATIVE</u> of the school's student demographics.</p>





# MIDDLE SCHOOL SCORING RUBRIC

## Component #2 Long Term Environmental Impact

### A. Action Plan

TOTAL POINTS

**30**

#### Guiding Questions

- What is the relationship between the goals, action plan and outcomes? Are the project goals educational (e.g., to inform others about an issue) or about environmental impact (e.g., to change the issue) or both?
- How was this project important to students, the school and/or community?

15	10	5	1
<p>There is a <u>CLEAR LINK</u> from the goals to the action plan and to the outcomes</p> <p>AND</p> <p>Actions/activities/experimentation of project are <u>BASED ON SOUND</u> scientific principles related to the topic</p> <p>AND</p> <p>Findings and applications from actions/activities are <u>COMMUNICATED</u> to school AND community.</p>	<p>There is a <u>CLEAR LINK</u> from the goals to the action plan and to the outcomes</p> <p>AND</p> <p>Actions/activities/experimentation of project are <u>BASED ON SOUND</u> scientific principles related to the topic</p> <p>AND</p> <p>Findings and applications from actions/activities are <u>COMMUNICATED</u> to school AND/OR community.</p>	<p>There is a <u>MODERATE LINK</u> from the goals to the action plan and to the outcomes</p> <p>AND</p> <p>Actions/activities/experimentation of project are <u>MOSTLY BASED</u> on sound scientific principles related to the topic</p> <p>AND</p> <p>Findings and applications from actions/activities <u>MAY OR MAY NOT BE COMMUNICATED</u> to school AND/OR community.</p>	<p>There is a <u>MODERATE</u> or <u>NO LINK</u> from the goals to the action plan and to the outcomes</p> <p>AND</p> <p>Actions/activities/experimentation of project <u>MAY OR MAY NOT BE BASED</u> on sound scientific principles related to the topic</p> <p>AND</p> <p>Findings and applications from actions/activities <u>MAY OR MAY NOT BE COMMUNICATED</u> to school AND/OR community.</p>



# MIDDLE SCHOOL SCORING RUBRIC

## Component #2 Long Term Environmental Impact

### B. Long-Term Benefits

TOTAL POINTS

30

#### Guiding Questions

- Will we see the effects of this project in 5 years? What is (are) the enduring aspect(s) of this project?
- How did students move from awareness, to stewardship and possible long-term, responsible action?

15	10	5	1
<p>There is <u>CLEAR EVIDENCE</u> that the project resulted in a change in student thinking about short- and long-term responsible actions related to the goal(s) of the project.</p> <p>AND</p> <p>Potential <u>LONG-TERM</u> impact of environmental benefits within the school AND community are <u>CLEARLY EVIDENT</u>.</p>	<p>There is <u>CLEAR EVIDENCE</u> that the project resulted in a change in student thinking about short- and long-term responsible actions related to the goal(s) of the project.</p> <p>AND</p> <p>Potential <u>LONG-TERM</u> impact of environmental benefits within the school OR community is <u>CLEARLY EVIDENT</u>.</p>	<p>There is <u>SOME EVIDENCE</u> that the project resulted in a change in student thinking about short- and long-term responsible actions related to the goal(s) of the project.</p> <p>AND</p> <p>Potential <u>LONG-TERM</u> impact of environmental benefits within the school OR community is <u>CLEARLY OR SOMEWHAT EVIDENT</u>.</p>	<p>A change in student thinking that may lead to short- and long-term responsible actions related to the goal(s) of the project <u>IS NOT EVIDENT</u>.</p> <p>AND</p> <p>Only <u>SHORT-TERM</u> impact is <u>EVIDENT</u>.</p>



# MIDDLE SCHOOL SCORING RUBRIC

## Component #3 Assessment and Reflection


### A. Student Self-Assessment and Reflection

TOTAL POINTS

30

#### Guiding Questions

- What is the evidence that the project was successful and is making a difference for students?
- What is the evidence of student learning? How will that learning be sustained?
- How did this project improve upon or enhance student learning beyond the regular classroom curriculum?

15	10	5	1
<p>Student self-assessment and reflection indicates:</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT THE ENVIRONMENTAL ISSUE</u> addressed in the project.</p> <p>AND</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT OTHER ASPECTS</u> of the project (e.g., using technology, writing, art, working as a team, etc.)</p> <p>AND</p> <p>Identifies appropriate personal action to sustain <u>BOTH</u> learnings.</p>	<p>Student self-assessment and reflection indicates:</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT THE ENVIRONMENTAL ISSUE</u> addressed in the project.</p> <p>AND</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT OTHER ASPECTS</u> of the project (e.g., using technology, writing, art, working as a team, etc.)</p> <p>AND</p> <p>Identifies appropriate personal action to sustain <u>EITHER</u> learning.</p>	<p>Student self-assessment and reflection indicates:</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT THE ENVIRONMENTAL ISSUE</u> addressed in the project.</p> <p>AND</p> <p><u>QUALITY LEARNING</u> (i.e., multiple opportunities to develop and demonstrate skills and knowledge) <u>ABOUT OTHER ASPECTS</u> of the project (e.g., using technology, writing, art, working as a team, etc.)</p> <p>AND</p> <p><u>DOES NOT</u> identify appropriate personal action to sustain <u>EITHER</u> learning.</p>	<p>Student self-assessment and reflection indicates <u>LITTLE OR NO</u> meaningful learning or personal action.</p> 



# MIDDLE SCHOOL SCORING RUBRIC

## Component #3 Assessment and Reflection

### B. Teacher Reflection


TOTAL POINTS

30

#### Guiding Questions

- What is the evidence for changes in teacher's thinking or practice?
- What evidence does the teacher provide to determine the impact on student learning? How will that learning be sustained?
- How did this project improve upon or enhance Teacher learning beyond the regular classroom curriculum?

15	10	5	1
Teacher Reflection indicates <u>IN DEPTH REFLECTION</u> (e.g., challenges and success; educational benefits such as changes in student learning, interactions, and classroom culture; next steps for sustainability).	Teacher Reflection indicates <u>MODERATE REFLECTION</u> on topics such as: challenges and success; educational benefits such as changes in student learning, interactions, and classroom culture; next steps for sustainability.	Teacher Reflection indicates <u>LIMITED REFLECTION</u> on topics such as: challenges and success; educational benefits such as changes in student learning, interactions, and classroom culture; next steps for sustainability.	No Teacher Reflection included with project.





# MIDDLE SCHOOL SCORING RUBRIC

## Component #4 Portfolio Presentation

### Overall Quality of the Presentation of the Portfolio

TOTAL POINTS

15

#### Guiding Questions

- Can the reader understand the goals and outcomes of project from the presentation?
- How does the presentation demonstrate originality and creative efforts by the students and teacher?
- How were students involved in completing the presentation of the project?

15	10	5	1
<p>Portfolio <u>IS COMPLETE</u> and displays all project components, linking goals with project activities.</p> <p>AND</p> <p>Overall presentation of project is original, creative, and artistic showing <u>SUSTAINED EFFORT</u> and <u>QUALITY</u> attention to detail.</p> <p>AND</p> <p>There is <u>CLEAR EVIDENCE</u> that students were involved in the preparation of the portfolio.</p>	<p>Portfolio <u>IS COMPLETE</u> and displays all project components, linking goals with project activities.</p> <p>AND</p> <p>Overall presentation of project is <u>MODERATELY</u> creative, showing <u>SOME EFFORT</u> and attention to detail.</p> <p>AND</p> <p>There is <u>CLEAR EVIDENCE</u> that students were involved in the preparation of the portfolio.</p>	<p>Portfolio <u>IS COMPLETE</u> and displays all project components, linking goals with project activities.</p> <p>AND/OR</p> <p>Overall presentation of project is <u>MINIMALLY</u> creative, showing <u>SOME EFFORT</u> and attention to detail.</p> <p>AND/OR</p> <p>There is <u>SOME EVIDENCE</u> that students were involved in the preparation of the portfolio.</p>	<p>Portfolio <u>IS NOT COMPLETE</u>.</p> <p>AND/OR</p> <p>Overall presentation of project shows <u>LITTLE EFFORT</u> and attention to detail.</p> <p>AND/OR</p> <p>There is <u>SOME OR LITTLE EVIDENCE</u> that students were involved in the preparation of the portfolio.</p>

