"Getting to the Root" Unit Project Rubric

Local environmental problem: _____

	Approaches Standard	Meets Standard	Exceeds Standard
Rigor	The project **does not explain** the local environment **problem, symptoms, root causes, possible solutions,** or **action steps** using **grade-appropriate vocabulary** and/or **images.** The project does not contain any **statistics** related to the local environmental problem.	The project explains the local environment **problem,** as well as its **symptoms, root causes, possible solutions,** and **action steps,** using **grade-appropriate vocabulary** and/or **images.** The project contains at least one **statistic** related to the local environmental problem.	The project meets the standard for rigor, **and**: … uses appropriate **evidence** and **reasoning** to **support claims** about the problem, symptoms, root causes, solutions, and action steps. … includes appropriate visual representations (such as a **graph**) and an appropriate **citation** for each **statistic**.
Persuasion	The project **does not convince the audience** that the local environmental problem is important and concerning, or that the root causes are accurate and connected, or that the suggested actions are meaningful and effective.	The project convinces the audience that the local environmental problem is **important and concerning**, that the root causes are **accurate and connected**, and that the suggested actions are **meaningful and effective**.	The project meets the standard for persuasion, **and**: … describes **how** and **why** the suggested actions will **improve** the local environment. … makes it **easy and fun** for the audience to take action.
Impact	The project **does not invite the audience** to take action, or: … the actions suggested by the project are **vague** and **not specific**, or … the actions address the problem's **symptoms**, but not its **root causes**.	The project invites the audience to take at least one **specific, reasonable action**. The actions address the **root causes** of the problem, and not just the **symptoms** of the problem.	The project meets the standard for effectiveness, **and**: … suggests a **sequence of actions**, including some that are simple and some that are more complex. … includes a way for the audience to **share** the impacts of their action steps, creating positive **ripple effects**.

What did this group do well? _____

What could this group improve? _____

Write a question for this group. _____