Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Name: \_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluation Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Brainstorming - Problems | Students identify more than three reasonable, insightful barriers/problems that need to change. | Students identify at least three reasonable, insightful barriers/problems that need to change. | Students identify at least two reasonable, insightful barriers/problems that need to change. | Students identify fewer than two reasonable, insightful barriers/problems that need to change. |
| Brainstorming - Solutions | Students identify more than three reasonable, insightful possible solutions/strategies to encourage change. | Students identify at least three reasonable, insightful possible solutions/strategies to encourage change. | Students identify at least two reasonable, insightful possible solutions/strategies to encourage change. | Students identify fewer than two reasonable, insightful possible solutions/strategies to encourage change. |
| Research/Statistical Data | Students include three or more high-quality examples or pieces of data to support their campaign. | Students include at least three high-quality examples or pieces of data to support their campaign. | Students include at least two high-quality examples or pieces of data to support their campaign. | Students include fewer than two high- quality examples or pieces of data to support their campaign. |
| Campaign/Product | Students create an original, accurate and interesting product that adequately addresses the issue. | Students create an accurate product that adequately addresses the issue. | Students create an accurate product butit does not adequately address the issue. | The product is not accurate. |