Long Beach Unified School District SCIENCE & ENGINEERING FAIR

Environmental Innovation (6-12th Grade)
Rubric for School Site Fair

	Attempted 1 point	Proficient 3 points	Advanced Proficient 5 points
Environmental Problem	States the environmental problem as a question that is vague, or as a statement, or addresses an issue to which the student already knows the answer. Shows limited or no connection to societal benefit.	States environmental problem as a question, which represents a genuine learning opportunity for the student. Generally addresses a benefit to society.	States the environmental issue or problem as a question, provides evidence that it comes from the student's personal interests or experiences, and represents a genuine learning opportunity for the student. The project has a specific beneficial application to some aspect of society.
Preliminary Research *(Double Points)* **(x2)**	Uses limited sources from only one type of information resource (e.g., text, encyclopedia, businesses, magazines, catalogs, internet, or interviews), or uses some resources that are not reputable sources. Fails to connect to other attempts to address this problem.	Uses three or more reputable sources, cited correctly. Cites more than one type of information resource. Mentions other methodologies and solutions attempted.	Uses five or more reputable sources, cited correctly. Cites at least four types of information resources. Compares their idea to existing methodologies and solutions attempted.
Innovative Idea *(Double Points)* **(x2)**	Attempts to explain the innovative idea. Visuals and notes may be incomplete or fail to show a new or original approach. It may be unclear how the idea could possibly minimize impact or counter the threat of the environmental problem.	Explains the innovative idea. Visuals and notes show that the idea attempts to solve the problem with a new or original approach. The student identifies at least one way their idea could possibly minimize impact or counter the threat of the environmental problem.	Clearly explains the innovative idea in detail. Visuals and notes show how the idea attempts to solve the problem with a new or original approach. The student identifies specific ways their idea will minimize impact or counter the threat of the environmental problem.
Action Plan with Timeline *(Double Points)* **(x2)**	Timeline of the action plan may be incomplete or neglects to supports for success, such as resources, materials, partnerships, etc. Action step labels or explanations are vague or missing.	Timeline shows the order of the action plan and refers to supports for success, such as resources, materials, partnerships, etc. All action steps are labeled and explained.	Timeline clearly shows each step of the action plan and thoroughly addresses necessary supports for success such as resources, materials, partnerships, etc. All action steps are labeled and explained.
Cost/Benefit Analysis	Student does not mention both monetary and nonmonetary costs/benefits. Or, neglects to note parties that would be impacted by implementation of the action plan.	Student analyzes monetary and nonmonetary costs/benefits and notes parties that would be impacted by implementation of the action plan.	Student thoroughly analyzes the monetary and nonmonetary costs/benefits and explains the impact on parties associated with implementation of the action plan.
Reflection	Student is unclear about challenges and rewards of the project. Makes vague applications to personal strengths or neglects possible use of the idea in other settings. Neglects or argues with little evidence about the practicality of the innovation.	Student lists challenges and rewards of the project, making applications to personal strengths and possible use of the idea in other settings. Uses evidence to argue for the practicality of the innovation.	Student clearly describes challenges and rewards of the project, making numerous applications to personal strengths and possible use of the idea in other settings. Takes a clear stand that argues for the practicality of the innovation based on their analysis evidence.
Visual Quality of Display	Project has limited eye appeal or is not easily readable at approximately two feet distance. The project has limited organization, or contains confusing visuals, or contains major language or spelling errors.	Project is appealing and readable at approximately 2 feet distance. It is organized and clear, uses understandable visuals and/or models, and contains few language and spelling errors.	Project is appealing and neat, and is readable at approximately 2 feet distance. It is well organized and clear, makes striking use of inventive or amusing visuals and/or models, and uses language and spelling flawlessly.

(Projects will receive between 10 and 50 points when all rubric criteria have been addressed.)

Environmental Innovation (9th – 12th Grade) Judge's Score Sheet for School Site Fairs

	Period:														
Environmental Problem															
Preliminary Research *(Double Points)* **(x2)**															
Innovative Idea *(Double Points)* **(x2)**															
Action Plan with Timeline *(Double Points)* **(x2)**															
Cost/Benefit Analysis															
Reflection															
Visual Quality of Display															
Total Score															
Teacher:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:	Student(s): / Project:

NOTES TO TEACHER: For grading purposes, 5-10 pts = Not Proficient (1), 11-24 pts = Partially Proficient (2), 25-39 pts = Proficient (3), 40-50 pts = Advanced Proficient (4).
Complete grading should also include other details not included here as Judging Criteria: for instance, written report details, completion of deadline tasks, display guidelines, model quality, etc.