



## 25 Acts of Energy Conservation Judging Rubric

Campaigns will be judged on how well the actions, and results meet the criteria of:

- Environmental responsibility,
- Creativity and innovation in project design and implementation, and
- Communication.

| <b>Environmental Responsibility</b>  |          |   |          |   |           |              |
|--|----------|---|----------|---|-----------|--------------|
| <b>Minimal</b>   |          | <b>Adequate</b>   |          | <b>Excellent</b>  |           | <b>Value</b> |
| <b>0</b>   | <b>2</b> | <b>4</b>  | <b>6</b> | <b>8</b>  | <b>10</b> |              |
| <p><b>No attempt is made to connect the campaign with actions to conserve energy or water or reduce waste.</b></p> <ul style="list-style-type: none"> <li>• It is not clear what students did during the campaign that relates to conservation of energy or water or reduction of waste.</li> <li>• No reflection is presented, or reflections are not connected to campaign.</li> <li>• No attempt is made to carry out the campaign or collect and present results.</li> </ul> |          | <p><b>Students learn about energy or water conservation or waste reduction but action project is not clearly carried out.</b></p> <ul style="list-style-type: none"> <li>• Students learned about the issues but did not follow through on a conservation action campaign.</li> <li>• Reflections are confined to learning and don't extend to actions – May include "This is what we have learned" but not "This is what we did about it."</li> <li>• Results are noted without explanation, or with minimal explanation.</li> </ul> |          | <p><b>Campaign clearly contains actions that conserve energy or water or reduce waste.</b></p> <ul style="list-style-type: none"> <li>• Clear description of campaign, what the goals were and what students did.</li> <li>• Student reflections show they are making the connection between the campaign and environmental issues.</li> <li>• Positive or negative results are put in context of the action campaign, and reflection is made on what could be improved or changed to create a more positive result.</li> <li>• Results are provided, described and explained.</li> </ul> |           |              |
| <b>Total:</b>  |          |   |          |   |           |              |
| <b>Creativity and Innovation</b>   |          |   |          |   |           |              |
| <b>Compelling</b>  |          | <b>Motivating</b>   |          | <b>Innovative approach to behaviour change</b>  |           | <b>Value</b> |
| <b>0</b>   | <b>1</b> | <b>2</b>  | <b>3</b> | <b>4</b>  | <b>5</b>  |              |
| <p><b>Minimal attempts are made to make the campaign compelling to those it targets.</b></p> <ul style="list-style-type: none"> <li>• Minimal attempts are made to present the campaign in an innovative way that might improve behaviour change.</li> </ul>   |          | <p><b>Some effort is made to make the campaign fun, or include aspects that will be engaging to others.</b></p> <ul style="list-style-type: none"> <li>• Existing ideas are used, and an effort has been made to present the campaign in a new and interesting way.</li> </ul>  |          | <p><b>Campaign is designed and implemented in a creative and innovative way, engaging others to become involved.</b></p> <ul style="list-style-type: none"> <li>• Original ideas are used.</li> <li>• Design and implementation is engaging and creative.</li> </ul>  |           |              |
| <b>Total:</b>  |          |   |          |   |           |              |

## Communication

Clear communication of project

Communication tools contribute to the story

Formats: Video, slide show, PDF, Blog or Webpage

| 0   | 1 | 2   | 3 | 4  | 5 | Value                |
|---|---|---|---|--|---|----------------------|
| <p><b>The campaign is not well communicated.</b></p> <ul style="list-style-type: none"> <li>• Visuals are taken from Internet sources, incorrect or unclear, or don't add to developing the "story" of the campaign.</li> <li>• Message not adequately presented due to poor editing or lack of continuity.</li> <li>• Necessary references or credits not provided.</li> </ul> |   | <p><b>Appropriate tools are used to communicate the campaign.</b></p> <ul style="list-style-type: none"> <li>• Includes description of student action or interviews with participants.</li> <li>• Photos and research materials come from the Internet or other sources not original to students' inquiry.</li> <li>• Video production is adequate to convey the campaign message.</li> </ul> |   | <p><b>The Campaign is presented in a unique and/or compelling way that contributes to the story of behaviour change.</b></p> <ul style="list-style-type: none"> <li>• Material is original. There is creative use of action or animation, photos, writing, voice, or music to contribute to achieving a compelling message.</li> <li>• The campaign story is told in a way that is fun or memorable, and draws the viewer in to wanting to be a part of the campaign.</li> </ul> |   |                      |
|   |   |   |   |  |   | <p><b>Total:</b></p> |



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