|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **1** | **2** | **3** | **4** |
| **Content** | Information is quite vague and not likely proven correct. Partners only address 2-3 ‘surface’ ways to prevent global warming and human impact on the environment. | Information is partially vague. Partners only talk about 4-5 ‘surface’ ways to prevent global warming and human impact on the environment. | Partners address 4-5 ‘surface’ ideas on how to prevent global warming and human impact on the environment, as well as 2 in depth way. | Partners address 6-7 ‘surface’ ways to prevent global warming and the human impact on the environment, as well as 3-4 in depth ways. |
| **Length** | Video is less than 1 minute long. | Video is 1-2 minutes long. | Video is 2-2.5 minutes long. | Video is 2.5-3 minutes long. |
| **Engagement** | Video is very ‘one toned’. Partners only provide 1 type of multimedia | Video includes 2 types of multimedia. | Video includes 3 types of multimedia and is loud and clear most of the time. | Video includes 4 types of multimedia and is loud and clear all of the time. |
| **Outcome Addressed**  **(CC 8.1)** | Partners can create a multimedia text, but it is poorly organized and very few ideas connect. Partners need help to correct many word usage errors. | Partners can create multimedia text with some details. Most ideas are organized but still a bit confusing. Partners need to make connections more clear and need help correcting some word usage errors. | Partners can create a multimedia text that supports the idea with specific details. Ideas are organized well and connections are clear. Word usage is appropriate. | Partners can create multimedia texts that support specific details, data and evidence. Sequence contributes to the power of the message. Word usage is appropriate and correct. |

**Grade 8: Informational Environmental Video**

Partners Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Additional Information*:

**Surface ways** – Students come up with short, simple ideas they can incorporate into their video to talk about ways to prevent global warming.

* **Example:** People should carpool.

**In Depth Ways** – Students spend time researching and coming up with ways to prevent global warming that include stats, details on HOW it can stop global warming, and cite it from a credible source.

* **Example:** According to rideshare.com, every car annually emits its own weight in carbon dioxide into the atmosphere. Carpooling reduces that amount significantly. If you carpool to and from work, you could probably cut your transportation emissions number in half.

*Multimedia can include, but is not limited to;* music, videos, graphics, voice overs, acting, providing data on posters, props etc.