

Concept Pitch Assessment Rubric

Criteria	4	3	2	1
<p>Problem How well does the student explain the impact of the problem they are trying to solve?</p>	There is a very good explanation of the problem being addressed by the SDG. The student brings in various facts and figures into their explanation.	There is a good explanation of the problem being addressed by the SDG. The student brings in an adequate amount of facts and figures into their explanation.	There is an attempt to explain the problem being addressed by the SDG. The student brings some facts and figures into their explanation.	There is little to no relevant explanation of the problem being addressed by the SDG. Little to no facts and figures are present in their explanation.
<p>Solution To what extent does the student's proposed solution help address the chosen problem?</p>	The solution proposed directly and thoughtfully addresses the chosen problem.	The solution proposed addresses the chosen problem.	The solution attempts to address the chosen problem.	The solution does not address the chosen problem.
<p>Chemistry How well does the student explain the connection between their Sustainable Development Goal (SDG) and chemistry (or explain the chemistry behind their prototype)?</p>	<p>Students are able to construct and revise explanations of the connection between chemistry and their SDG and their solution to the problem based on valid and reliable evidence obtained from a variety of sources.</p> <p>Integrates Disciplinary Core Idea correctly and completely with the solution to address the problem.</p>	<p>Students are able to construct and revise explanations of the connection between chemistry and their SDG and their solution to the problem based on evidence obtained from a limited number of sources.</p> <p>Correctly and completely demonstrates Disciplinary Core Idea in the solution to address the problem.</p>	<p>Students are able to construct an explanation of the connection between chemistry and their SDG and their solution to the problem based on at least one source.</p> <p>Correctly but incompletely demonstrates Disciplinary Core Idea in the solution to address the problem.</p>	<p>Students describe the connection between chemistry and their SDG and their solution to the problem but do not provide sources for their explanation.</p> <p>Incorrectly and/or incompletely demonstrates Disciplinary Core Idea in the solution to address the problem.</p>
<p>Use of images and/or multimedia How well does the chosen media help reinforce what the student is describing?</p>	Various images used reinforce and enhance the student's pitch.	Many images are used to support the various descriptions present in the pitch.	Some images are used in the pitch, but may or may not enhance or support the student's pitch.	Little images are used in the pitch. Those that are rarely support the student's pitch.
<p>Use of language How clear, varied and accurate is the language?</p>	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary, and sentence construction.	Language is clear and carefully chosen with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses.	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent.	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary, and sentence construction.