

UNLESS Contest 2023 Judging

Albert M. Greenfield Foundation

UNLESS Contest

**FINAL
SCORE:**

/40

| | | | |
|------------|--|------------------|--|
| School: | | Focus Challenge: | <input type="checkbox"/> Energy |
| Teacher: | | | <input type="checkbox"/> Water |
| Team Name: | | | <input type="checkbox"/> Waste |
| Grade(s): | | Focus Animal: | <input type="checkbox"/> Policy |
| # Students | | | <input type="checkbox"/> Habitat |
| | | | <input type="checkbox"/> Golden Lion Tamarin |
| | | | <input type="checkbox"/> Rodrigues Fruit Bat |
| | | | <input type="checkbox"/> Golden Coin Turtle |
| | | | <input type="checkbox"/> Indian White-eye |
| | | | <input type="checkbox"/> African Lion |

| | 4 | 3 | 2 | 1 | Score | Notes: |
|------------------------------------|---|---|---|--|-------|---------------------------|
| Community Connection | Campaign identified a specific conservation problem in their community and focused efforts on solving them. | Campaign identified a conservation problem in their community but efforts on solving issue were focused elsewhere. | Campaign identified a conservation problem but was not focused in their community nor were efforts put in solving them. | Campaign did not identify a specific conservation problem campaign was not focused. | | |
| Campaign Impact | Developed an advanced plan to solve it, including both public awareness and environmental action. | Developed a plan to solve it, including either environmental action or public awareness. | Did not develop through with an action plan which involved either environmental action or public awareness. | Did not identify an issue with energy, water, habitat, policy, or waste conservation in their community. | | |
| Campaign Audience and Scope | Students reached out beyond their school to their families, community, and businesses, and potentially outside partnerships. | Students reached out to their families and students throughout the school. | Students reached out to at least one other class within their school. | Students did not reach out beyond their own classroom. | | Number of people reached: |
| Content Relevance | All content and graphics are related to the topic of energy, water, habitat, policy, or waste and the connection to saving animals. | Most of the content and graphics are related to the topic of energy, water, habitat, policy, or waste and the connection to saving animals. | Some of the content and graphics are related to the topic of energy, water, habitat, policy, or waste and the connection to saving animals. | Less than 50% of the content and graphics are related to the topic of energy, water, habitat, policy, or waste and the connection to saving animals. | | |
| Content Accuracy | All facts within the submitted project are accurate. | Most facts within the submitted project are accurate. | Less than half of the facts within the submitted project are accurate. | Almost none of the facts within the submitted project are accurate. | | |

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|---|--|--|--|---|--|--|
| <p>Campaign Results</p> <p><i>Qualitative: results which cannot be measured numerically, such as anecdotal evidence.</i></p> <p><i>Quantitative: results which can be measured and provide numerical data.</i></p> | <p>Results were both qualitative and quantitative in nature. Results were accurate and analysis was clear and easy to understand, with recommendations for the future of the campaign.</p> | <p>Results were qualitative or quantitative but not both. Results were accurate and analysis was clear and easy to understand.</p> | <p>Results were qualitative or quantitative but not both. Results mostly accurate. Analysis was included but may not have been relevant to the campaign.</p> | <p>Results were not provided or were not accurate. Analysis was not included or was not relevant to the campaign.</p> | | |
| <p>Originality & Creativity</p> | <p>Campaign reflects an exceptional degree of student creativity. Originality in thought and display is evident.</p> | <p>Most content is original in thought and display. Content and graphics from other sources are used in a creative way.</p> | <p>Some content and graphics are made by the students. Some content and graphics are not original in source and display.</p> | <p>Content and graphics were not made by the students.</p> | | |
| <p>Student Voice</p> | <p>Campaign is clearly student driven, with students making choices about the direction of the project. All submitted materials have been produced by the students.</p> | <p>Campaign is mostly student driven. Most submitted materials have been produced by the students.</p> | <p>Campaign shows more teacher influence than student. Most submitted materials were prepared by the teacher.</p> | <p>Campaign has no indication of direct student involvement in decisions. Submitted materials were not created by the students.</p> | | |
| <p>Inspiring Action</p> | <p>The submitted project could stand on its own and inspire others to take action.</p> | <p>The submitted project is done well and has some potential to inspire others to take action.</p> | <p>The submitted project would work better with students explaining the topic.</p> | <p>The submitted project is not likely to inspire others to take action.</p> | | |
| <p>Positive Advocacy</p> | <p>Students exemplified positive advocacy, in order to collaborate with and empower others.</p> | <p>Students demonstrated positive advocacy, and made an effort to collaborate with and empower others.</p> | <p>Students considered positive advocacy, and either collaborated with or empowered others, but not both.</p> | <p>Students did not demonstrate positive advocacy.</p> | | |
| <p>Total Score:</p> | | | | | | |

Notes: