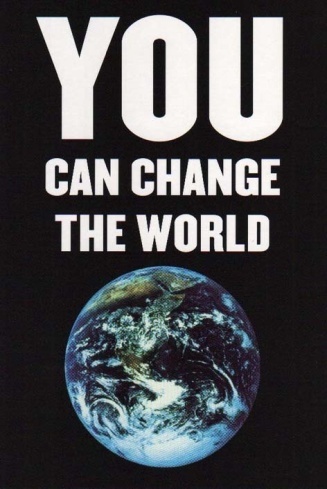
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| The challenge:   |  | | --- | | **http://empathicguidance.files.wordpress.com/2012/03/bigchange.pngThink of an idea to change our world--and put it into action** **Who?** You  **What?** MAKE A DIFFERENCE  **When?** Before May 13  **http://www.careerrocketeer.com/wp-content/uploads/Everybody-Wants-To-Change-The-World.pngWhere?** In your world / town / neighbors’ lives  **Why?** We’ve seen what hatred and selfishness  can do in http://christinthecity.files.wordpress.com/2012/07/i-want-to-change-the-world.jpgAmerican history, but  we also see the countless positive  reforms ordinary people have made.  **How?** That’s for you to figure out.  Just put some time, thought,  energy, and selflessness into it.  **http://www.blogcdn.com/www.dailyfinance.com/media/2009/04/helping.jpg** | |  | | | | | |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Brainstorming - Problems** | Students identify more than 4 reasonable, insightful barriers/problems that need to change. | Students identify at least 4 reasonable, insightful barriers/problems that need to change. | Students identify at least 3 reasonable, insightful barriers/problems that need to change. | Students identify fewer than 3 reasonable, insightful barriers/problems that need to change. |
| **Brainstorming - Solutions** | Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change. | Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change. | Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change. | Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change. |
| **Campaign/**  **Product** | Students create an original, accurate and interesting product that adequately addresses the issue. | Students create an accurate product that adequately addresses the issue. | Students create an accurate product but it does not adequately address the issue. | The product is not accurate. |
| **Quality of Work** | Provides work of the highest quality. | Provides high quality work. | Provides work that is so-so. | Provides work that is low quality |
| **Focus on Work** | Consistently stays focused on the task and what needs to be done. Very self-directed. | Focuses on the task and what needs to be done most of the time. | Focuses on the task and what needs to be done some of the time. | Rarely focuses on the task and what needs to be done. |
| **Pride** | Work reflects this student\'s best efforts. | Work reflects a strong effort from this student. | Work reflects some effort from this student. | Work reflects very little effort on the part of this student. |

**Grading: 12 points for self-evaluation on chart above**

**24 points for teacher’s evaluation based on above chart**

**14 points for teacher’s grading of CHOICE category below**

CHOICE: Pick one of the following for choice points.

Put a star by the title of your choice

(or leave it blank and have me choose the best for your project)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Note-taking** | **14** With much detail, documented all efforts and effects | **11** Documented all efforts and effects | **8** Documented some efforts and effects | **5** Wrote a little during the process. |
| **Time** | Spent four or more hours making a difference. | Spent three hours making a difference. | Spent two hours making a difference. | Spent only one hour making a difference. |
| **Effect** | You made a big difference in the world (or in somebody’s world). | You made a difference. | You improved somebody’s week. | You improved somebody’s day. |