



**Targets for an Excellent Project**

		<b>Advanced Proficient 5</b>	<b>“TRANSLATED”</b>
<b>Environmental Problem</b>		States the environmental issue or problem as a question, provides evidence that it comes from the student’s personal interests or experiences and represents a genuine learning opportunity for the student. The project has a specific beneficial application to some aspect of society.	Describe an environmental issue in your neighborhood, in a community or geographical area.
<b>Preliminary Research</b>		Cites three or more sources of information about an environmental problem, in the correct format, using at least three types of information resources. Clearly explains the connection to their identified problem and what others have done to address this problem.	Research how others tried to solve the problem.
<b>Innovative Idea</b> <i>(double points)</i>	<b>x2</b>	Clearly explains the innovative idea in detail. Visuals and notes show that the idea attempts to solve the problem with a new or original approach. The student identifies a specific way their idea will minimize impact or counter the threat of the environmental problem.	Define and explain your type of innovation whether it is a new product, process, promotional project, community event, etc. Show how it solves the problem.
<b>Action Plan with Timeline</b> <i>(double points)</i>	<b>x2</b>	Timeline clearly shows each step of the action plan and thoroughly addresses necessary supports for success such as resources, materials, people, etc. All action steps are labeled and explained.	Make a timeline of the steps you need to take to solve the problem with your innovative idea. Point out who or what is needed in each step.
<b>Obstacles</b> <i>(double points)</i>	<b>x2</b>	Student thoroughly describes difficulties they can see in making their innovation related to practicality, efficiency, and/or sustainability. Explains the impact on people needed to carry out the action plan.	Describe difficulties you ran into and how you got past them. <b>OR</b> possible difficulties and how you would get past them.
<b>Reflection</b>		Student clearly describes challenges and rewards of the project, making numerous applications to personal strengths and possible use of the innovation in other settings. Takes a well-reasoned stand to persuade others that a problem exists and should be addressed.	Describe what was hard and what was fun. How might you use what you learned in the future? How can you help others understand your environmental concern?
<b>Visual Quality of Display</b>		Project is appealing and neat, and is readable at approximately 2 feet distance. It is well organized and clear, makes striking use of inventive or amusing visuals and/or models, and uses language and spelling flawlessly.	Make your project fun to look at with pictures and colors. Use large, clear lettering. Check grammar and spelling.