

Junior Data Jam Competition – Judging Rubric

Screening questions: Does the project include...

- 1) A written interpretation of the graph? Yes No
 2) A creative component? Yes No

If you answered “no” to either of these questions, please inform the contest administrators and do not continue scoring the project.

Written Interpretation: 23 points					
	Excels	Proficient	Below Standard	Well Below Standard	No Evidence
1a. Title a. The report includes: i. Title ii. Names of participant author(s) iii. Grade(s) b. Interpretation paragraph is typed in a readable font, well organized, and free of spelling and grammatical errors.	-	0.5	-	-	0
1b. Organization a. Report is typed in a readable font, well organized, and free of spelling and grammatical errors.	-	0.5	-	-	0
2. Data Representation(s) (at least one graph, table, etc.) a. Graph(s), table(s), or other type of summary includes: i. Clearly displayed data ii. Title b. Labeled axes with units	4	3	2	1	0
3. Data Trends or Comparisons (2-3 sentences) a. Trend(s) or comparison(s) are described accurately, using basic descriptive statistics (ex: average, range, standard deviation). i. <i>Ex: The average annual blue crab population increased over time from 158 to 2,703 crabs/m².</i> b. Variability in data is described. i. <i>Ex: Despite the overall increase in pearly mussel population from 1995-2010, the mussel population sharply dropped in 2003.</i>	8	6	4	2	0
4. Data Interpretation (Explanation) (1-3 sentences) a. Gives a reasonable explanation of <i>why</i> their trend happened. b. Explanation is supported with evidence from the graph. c. The explanation is consistent with current scientific ideas.	8	6	4	2	0
5. Reference List a. Project clearly cites the source of the dataset (i.e., HRECOS)	-	1	0	0	0

	Excels	Proficient	Below Standard	Well Below Standard	No Evidence
6. Explanation of Creative Project (2-5 sentences) a. The goal/purpose of the project is identified. <i>i. Ex: The goal of the project is to inform people about the positive correlation between forest fragmentation and loss of biodiversity by having audience members watch a video.</i> b. The audience of the project is identified. <i>i. Ex: The game is geared for fifth and sixth graders who have already studied ecology in their science class.</i> c. Any assumptions about the audience are clearly stated. <i>i. Ex: It is assumed that the adults engaging with the game have an understanding of the vocabulary words deciduous forest, producers, primary consumers, and secondary consumers.</i>	-	1	0	0	0

Creative Component: 32 points					
	Excels	Proficient	Below Standard	Well Below Standard	No Evidence
1. Creativity a. The project is interesting, new, or inspired, and makes an original contribution to the field of environmental art and/or communication. <i>i. Please note: The art can be abstract - creativity and thinking outside of the box is encouraged! Just be sure to include a written or verbal explanation of how it is representing the story of the data.</i>	8	6	4	2	0
2. Project Quality a. Materials, media, and/or resources are skillfully and effectively used to create an appealing project.	8	6	4	2	0
3. Data Incorporation a. The <i>trend(s)</i> in the data are accurately and clearly portrayed. <i>i. The <u>story and trends</u> are described, rather than talking about a bunch of independent data points.</i> b. After experiencing the project, the audience will understand the <i>trend(s)</i> in the data.	8	6	4	2	0
4. Effectiveness a. The project meets its stated goal. b. The project was appropriately pitched for the stated audience. c. The design of the project clearly and naturally relates to the data/dataset.	8	6	4	2	0