Action Planning Rubric

	Level 3	Level 2	Level 1	Level 0
Science Knowledge	Student clearly and accurately and appropriately draws upon and utilizes concepts and terminology from the module and from other cited sources to provide a foundation for their Action Plan. *Exemplar: "When we played the "healthy step" game in the module, we learned that most of our classmates do not eat fruit 3 or more times a day. According to the government's food pyramid people should eat 9 servings of fruits and vegetable per day. "* *mypyramid.gov/pyramid/fruits_why.html*	Student provides concepts and terminology from the module and from other cited sources, but does not coherently tie them together in order to provide a foundation for their Action Plan.	Student uses "common knowledge," and not concepts and terminology from the module and from other cited sources, to support their action plan. *Example: "Fruit is good for you"*	Student does not support their plan with any scientific knowledge
Investigate Site and Envision Possibilities	Student provides accurate and appropriate data from the site and clearly describes realistic possibilities for improving the site that can be accomplished within the class. Student provides reasoning for the possibilities. The possibilities relate to the module. *Exemplar: "To improve the health of students at PHS I would replace the ice cream vending machine with a stand that sells fresh fruit. This would provide more access to health foods and increase student health and life expectancy. "*	Student provides data from the site, but does not describe realistic possibilities. The possibilities can be too big or too small in scale. Student provides reasoning for the possibilities.	Student provides no data from the site, but describes possibilities for improving the site. Alternately, no reasoning provided for the possibilities for the site.	Student does not provide data, possibilities, or reasoning for improving their site.
Identify Stakeholders	Student accurately identifies two or more appropriate key or essential stakeholders and describes how their relationship and importance to the site.	Student identifies only one key stakeholder and describes their relationship and importance to the site. Student could also include one or more non-essential (non-key) stakeholder.	Student identifies one or more stakeholders—essential or non-essential—without describing their relationship and importance to the site.	Student does not identify stakeholders or stakeholders are not appropriate. *Example: "We will have convicts on prison work release sell fruit in our school cafeteria."*

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Identify Resources	Student accurately identifies at least one Social Resource and at least one Physical Resource that are appropriate for implementing their plan. How the resources will be used is described. *Example: "We can ask science teachers to explain the benefits of a fresh nutritious diet to students. This will help students make better snack choice like choosing fruit from our stand instead of processed ice cream. We can borrow two tables from the custodial staff to set up our fruit stand"*	Student accurately and appropriately identifies at least one Social Resource and at least one Physical Resource without describing how the resources will be used OR the student only identifies one resource with a description of how the resource will be used.	Student accurately and appropriately identifies one resource without describing how the resource will be used.	Student does not accurately identify resources.
Construct Actionable Steps	Student clearly states a complete list of specific, feasible, steps toward their goal. Student spells out every step necessary to make their goal happen, and it is readily apparent how each successive step builds on previous steps. Potential barriers are clearly defined as are strategies to address them.	Student clearly states a complete list of actions but the actions are not explicitly tied to their goal OR the potential barriers are not defined.	Student clearly states feasible actions but does not describe any connection to goals (even implicitly). Can be feasible. *Example: "We will fix the elevators."*	Steps are not listed at all or are completely unrealistic. *Example: "Scientists will genetically engineer new healthy fruit in school lab."*
Motivate and Implement Plan	Student clearly and accurately describes how they will engage the stakeholders and social resources, demonstrating an understanding of the science, the site, the people, and the needs and aims of the plan in order to implement the plan.	Student clearly and accurately describes how they will engage the stakeholders and social resources in order to implement the plan, and demonstrating understandings of science, but does not do so for all of the stakeholders and social resources.	Student clearly describes how they will engage those involved, but does not demonstrate an understanding of the science, the site, the people, and the needs and aims of the plan in order to implement the plan. *Example: "We will give people pizza."*	Students do not describe how they will engage and motivate stakeholders and resources and implement the plan.