etveducation

SCETV WILD KRATTS "MY COOL CREATUREPEDIA" CONTEST RUBRIC
DEADLINE: JANUARY 10, 2020
For more information visit http://www.scetv.org/kids

PART A: Total Possible Points: 3

Submit a written response to the two questions below.
1. What is your favorite animal in the Creaturepedia?
2. If you could add an animal to the Creaturepedia what would it be?

Component	0 Points	1 Point
Animal in Creaturepedia	Response does not identify an animal in the Wild Kratts Creaturepedia	Response identifies an animal in the Wild Kratts Creaturepedia
Addition to Creaturepedia	Response does not identify an animal that should be added to the Wild Kratts Creaturepedia	Response identifies an animal that should be added in the Wild Kratts Creaturepedia *For students in grades 2 – 5* Response provides justification for why animal should be added.
Word Count	Response is longer than the word count maximum identified for each grade level	Response is within the word count maximum identified for each grade level

PART B. Total Possible Points: 17

Submit a short video (30-60 seconds) telling an interesting fact(s) about the coolest animal you know. Incorporate the hashtags #MyCoolCreaturepedia and #SCETVKids.

Component	0 Points	1 Point	2 Points	3 Points
Animal in Creaturepedia (1 point possible)	Student does not identify his/her choice for coolest animal	Student identifies his/her choice for coolest animal		
Length of Video (1 point possible)	Video is shorter than 30 seconds or longer than 60 seconds	Video meets the length requirements		
Use of hashtags (2 points possible)	Student does not incorporate use of hashtags	Student incorporates at least one hashtag	Student incorporates both hashtags	

Diction (2 points possible)	Student's voice is low and/or unclear, video includes incorrect pronunciation of several terms.	Student's voice is clear, most terms are pronounced correctly.	Student's voice is clear, terms are pronounced precisely.	
Poise & Body Language (2 points possible)	Student appears tense, body language does not include movement or descriptive gestures.	Student displays some confidence and makes few movements or descriptive gestures.	Student appears relaxed and confident; body language or gestures enhance elocution.	
Enthusiasm (3 points possible)	Demonstrates no interest in the animal presented	Demonstrates little interest in animal the presented.	Occasionally demonstrates positive feelings about the animal presented.	Demonstrates a strong, positive feeling about the animal during entire presentation.
Video Quality (3 points possible)	Background includes distractions; video has poor audio quality	Background may include some distractions, video has poor audio quality, but includes a multimedia element (text, music, etc.)	Background free of distractions, video includes a multimedia element (text, music, etc.) and adequate audio quality.	Background effectively incorporated into video, includes more than one multimedia element (text, music, etc.) and has great audio quality.
Interesting Fact (3 points possible)	Student does not provide an interesting fact about the animal	Student provides an interesting fact that reflects research	Student provides one or more interesting facts that reflect research	Student demonstrates conceptual understanding of identified SC state performance indicators for grade level

SC State Performance Indicators

1st Grade

- 1.S.1A.1 Ask and answer questions about the natural world using explorations, observations, or structured investigations.

2nd Grade

- 2.L.5A.1 Obtain and communicate information to classify animals (such as mammals, birds, amphibians, reptiles, fish, or insects) based on their physical characteristics.
- 2.L.5A.2 Construct explanations for how structures (including structures for seeing, hearing, grasping, protection, locomotion, and obtaining and using resources) of different animals help them survive.
- 2.L.5A.3 Construct explanations using observations and measurements of an animal as it grows and changes to describe the stages of development of the animal.

3rd Grade

- 3.L.5A.1 Analyze and interpret data about the characteristics of environments (including salt and fresh water, deserts, grasslands, forests, rain forests, and polar lands) to describe how the environment supports a variety of organisms.
- 3.L.5B.2 Develop and use models to explain how changes in a habitat cause plants and animals to respond in different ways (such as hibernating, migrating, responding to light, death, or extinction).

4th Grade

- 4.L.5A.1 Obtain and communicate information about the characteristics of plants and animals to develop models which classify plants as flowering or nonflowering and animals as vertebrate or invertebrate.
- 4.L.5A.3 Develop and use models to compare the stages of growth and development in various animals.
- 4.L.5B.3 Construct explanations for how structural adaptations (such as methods for defense, locomotion, obtaining resources, or camouflage) allow animals to survive in the environment

5th Grade

- 5.L.4B.1 Analyze and interpret data to explain how organisms obtain their energy and classify an organisms as producers, consumers (including herbivore, carnivore, and omnivore), or decomposers (such as fungi and bacteria).
- 5.L.4B.3 Construct explanations for how organisms interact with each other in an ecosystem (including predators and prey, and parasites and hosts).