
Name

Date

Video Storyboard and Script: Peer Review Feedback Sheet

Group in Review: _____

Target audience for our video: _____

What we want feedback on: _____

Reviewer's Name: _____

Two compliments I have about your storyboard and script

1. _____

2. _____

Two suggestions I have for your storyboard and script:

1. _____

2. _____

Questions I have:

1. _____
2. _____
3. _____
4. _____

Evidence the rubric criteria are met: Use the table below to track how the storyboard and script you are reviewing aligns to the rubric criteria. In the Evidence column, note the exact spots in the storyboard or script where you see the criteria present or missing. In the Feedback column, provide ideas about how the group could improve their storyboard or script before they film their video.

It may be useful to highlight or use sticky notes to indicate with one color areas of the rubric that are met, and with another color, areas that are not met.

Criteria	Proficient Zero-Waste Advocate	Evidence from Storyboard or Script:	Feedback on Storyboard and Script
<p>Storyboard and Script Choose an audience, tailor your message, and provide accurate information.</p> <p>NGSS Science and Engineering Practice: Obtaining, Evaluating, and Communicating Information</p> <p>CCSS.ELA-LITERACY.WHST.6-8.2.D: Use precise language and domain specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • Storyboard and script use visual, verbal, and audio communication in ways that speaks directly to the target audience. • Storyboard and script use relevant vocabulary words correctly and in a way that demonstrates their meaning to the target audience. • Storyboard and script cite a variety of reliable resources and provide easy ways for the target audience to learn more. • Script can be delivered in approximately 60 - 90 seconds. 		

<p>Explanation of the Problem</p> <p>Introduce lithium-ion batteries and describe the negative impacts of the linear economy.</p> <p>CCC Energy and Matter: Matter is conserved because atoms are conserved in physical and chemical processes.</p> <p>NGSS Disciplinary Core Idea ESS3.A: Natural Resources</p> <p>Connections to Engineering, Technology, and Applications of Science: Influence of engineering, technology, and science on society and the natural world</p>	<ul style="list-style-type: none"> • Informs target audience where lithium-ion batteries are commonly found and how they are used. • Explains two to three negative impacts related to lithium and cobalt extraction. • Explains two to three negative impacts related to landfilling (or improperly disposing of) lithium and cobalt. • Includes two or more accurate, current, and interesting statistics that express the scale of the e-waste problem. 		
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<p>Explanation of the Solution</p> <p>Introduce the benefits and key principles of a circular economy and communicate how their application can help to minimize the impacts of producing and discarding e-waste.</p> <p>NGSS MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p>	<ul style="list-style-type: none"> • Explains the meaning of “circular economy” and “zero-waste” in a way that is understandable and compelling to target audience. • Accurately describes how recycling batteries reduces the negative impacts of the linear economy for lithium-ion batteries. • Shows the target audience how to collect devices that contain lithium-ion batteries and deliver them to collection sites using the Call2Recycle Dropoff Locator. • Publicizes National Battery Day on February 18 and International E-waste Day on October 14. 		
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Corrections or changes you should make:

(For group being reviewed) **Our next steps:**