

# Stronger Than Hate Challenge Judging Rubric

## TOOLKIT

The following are the scoring criteria judges will use to evaluate the video essays. Each category is allocated an individual weight towards the final score. Teachers, parents, or students can review this to make sure they are creating a video that will score well and meet all of the requirements of the challenge. “Value-creation activity” refers to the community activities designed by the students to address the problems they have identified and to make a difference. In this context, “value” refers to the positive change or benefit that results from these community activities.

Category	Score 4	Score 3	Score 2	Score 1	Score 0
Connection to the Activity 5%	The video strongly shows the student has completed and understood the challenge activity.	The video clearly shows the student has completed and understood the challenge activity.	The video somewhat shows the student has completed and understood the challenge activity.	The video loosely shows the student has completed and understood the challenge activity.	The video does not show the student has completed and/or understood the challenge activity.
Connection to Testimony 25%	The relevant and inspirational clip of testimony included in the video project is strongly and clearly linked to the value creating activity	The inspirational clip of testimony included in the video project is clearly linked to the value creating activity.	The powerful clip of testimony included in the video project is somewhat linked to the value creating activity.	The clip of testimony included in the video project is loosely linked to the value creating activity.	A clip of testimony is not included in or is not relevant to the value creating activity.
Action Plan Concept 25%	The social value created is strongly defined and clearly explained throughout the video project.	The social value created is well defined and clearly explained throughout the video project.	The social value created is defined and explained throughout the video project.	The social value created is ambiguously defined and described throughout the video project.	The video project lacks an explanation of the social value created in the community.

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Category	Score 4	Score 3	Score 2	Score 1	Score 0
Demonstration of Social Impact 20%	The video project powerfully and measurably proves the benefit of the social action (value-creation activity).	The video project strongly and measurably demonstrates the benefit of the social action (value-creation activity).	The video project measurably shows the benefit of the social action (value-creation activity).	The video project mentions the benefit of the social action (value-creation activity).	The benefit of the social action is not evident in the video project.
Student Involvement 20%	Involvement of the student/s in the social action and value creation is strongly articulated throughout the video project.	Involvement of the student/s in the social action and value creation is clearly evident throughout the video project.	Involvement of the student/s in the social action and value creation is apparent throughout the video project.	Involvement of the student/s in the social action and value creation is minimally evident throughout the video project.	Involvement of the student/s in the social action and value creation is not evident throughout the video project.
Video Project Design and Creativity 5%	The student's story (action plan) is communicated in an engaging, original, creative way and includes a variety of elements: video clips, audio, voice-overs, still photography, relevant text, and a relevant theme.	The student's story (action plan) is communicated in an appealing, creative way and includes a variety of elements: video clips, audio, voice-overs, still photography, clarifying text, and a well-chosen theme.	The student's story (action plan) is communicated in a creative way and includes some variety of elements: video clips, audio, voice-overs, still photography, clarifying text, and a theme.	The student's story (action plan) is communicated through a variety of elements: video clips, audio, voice-overs, still photography, text, and a theme.	The student's story (action plan) is not communicated well and lacks a variety of elements.