Rubrics used by the Ohio Environmental Education Fund to evaluate completed grant projects for the adult/general public audience

Holistic Instrument for Public Awareness Campaign

Level Five

I. Planning

● The targeted audience or their peers were significantly involved in the planning of the project content and format including design, topic selection, and dissemination strategies.

II. Project Design

● The topics and format or strategies used build upon existing strategies but included innovative approaches that will reach a very broad audience.

● For most topics, the project goes beyond the transfer of information to build comprehensive awareness, knowledge and skills to make informed decisions and to act to solve environmental problems.

● The project is very cost effective and involves extensive collaboration among several organizations.

● Factual accuracy and a balance of viewpoints are maintained.

● The project includes a strong, multifaceted dissemination component.

III. Participant/ Audience Experiences (Use only subcategories that apply)

Class/Seminar/ Workshop

● Participants are actively engaged for at least half of the program.

● The program includes at least two experiences which go beyond traditional lecture and audiovisuals, such as case studies, simulations, small group discussions and field experiences.
● Participants have several opportunities to choose from among a variety of sessions or assignments to best address their particular needs, issues and/or questions.

● Materials and program/sessions are divided into logical segments and are used to reinforce and review information.

*Media Product*

● The media product was extremely effective in gaining and maintaining attention, including a very motivating introduction and closing.

● The product directly or indirectly included interaction/response by the audience and encouraged further study or action on the topic.

● The key points were presented in sequential steps and were explained in an exceptionally clear way without extraneous information.

● The visual and audio quality was exceptional, including special effects and a very appealing and credible narrator.

*Print Product*

● The text is very clearly and engagingly written.

● The material is divided into logically organized segments.

● The layout is exceptionally interesting and appealing.

● Many illustrations, photographs, maps, graphs and/or charts are included and are very useful, clear and easy to read.

● The overall product is very easy to use and applicable for different settings and situations.

*IV. Evaluation and Results*

● The targeted audience was frequently asked for feedback during the design of the campaign.

● The dissemination was well designed and implemented and reached audiences statewide.
A detailed evaluation of the quality and effectiveness of the campaign was sought and received from the targeted audiences.

Public Awareness Campaign - Level Four

I. Planning

● The targeted audience or their peers were somewhat involved in the planning of the project content and format including design, topic selection, and dissemination strategies.

II. Project Design

● The topics and format or strategies used build upon existing strategies but included at least one innovative approach that will reach a very broad audience.

● For a few topics, the project goes beyond the transfer of information to build comprehensive awareness, knowledge and skills to make informed decisions and to act to solve environmental problems.

● The project is somewhat cost effective and involves collaboration among several organizations.

● Factual accuracy and a balance of viewpoints are maintained.

● The project includes a strong dissemination component.

III. Participant/ Audience Experiences (Use only subcategories that apply)

Class /Seminar/Workshops

● Participants are actively engaged for at least 25% of the program.

● The program includes at least one experience which goes beyond traditional lecture and audiovisuals, such as case studies, simulations, small group discussions and field experiences.

● Participants have several opportunities to choose from among a variety of sessions or assignments to best address their particular needs, issues and/or questions.
• Materials and/or sessions are divided into logical segments and are used to reinforce and review information.

Media Product

• The media product was effective in gaining and maintaining attention, including a motivating introduction and closing.

• The product directly or indirectly included interaction/response by the audience and encouraged further study or action on the topic.

• The key points were presented in sequential steps and were explained very clearly.

• The visual and audio quality was excellent, including an appealing and credible narrator.

Print Product

• The text is clear and engagingly written.

• The material is divided into logically organized segments.

• The layout is very interesting and appealing.

• Many illustrations, photographs, maps, graphs and/or charts are included and are useful, clear and easy to read.

• The overall product is easy to use and applicable for different settings and situations.

IV. Evaluation and Results

• The targeted audience was asked for feedback during the design of the campaign.

• The dissemination was well designed and implemented and reached audiences regionally.

• An evaluation of the quality and effectiveness of the campaign was sought and received from the targeted audiences.

Public Awareness Campaign - Level Three
I. Planning

- The targeted audience or their peers were **minimally** involved in the planning of the project content and format including design, topic selection, and dissemination strategies.

II. Project Design

- The topics and format or strategies used **build upon** existing strategies that can **reach a broad audience**.

- For **at least one topic**, the project goes beyond the transfer or information to build comprehensive awareness, knowledge and skills to make informed decisions and to **act to solve environmental problems**.

- The project is **somewhat** cost effective and involves collaboration between at least two groups.

- Factual accuracy and a balance of viewpoints are maintained.

- The project includes **some** dissemination component.

III. Participant/Audience Experiences (Use only subcategories that apply)

*Class/Seminar/Workshop*

- Participants are actively engaged for **at least some portion** of the program.

- The program includes at least **one** experience which goes beyond traditional lecture and audiovisuals.

- Participants have **at least one** opportunity to choose from among a variety of sessions or assignments.

- Materials and/or sessions are divided into **somewhat** logical segments.

*Media Product*

- The media product was **somewhat effective** in gaining and/or maintaining attention, including a solid introduction and closing.

- The product **encouraged further study or action on the topic**.
• The key points were presented in somewhat sequential steps and were explained clearly.

• The visual and audio quality were good.

Print Product

• The text is clearly written.

• The material is divided into somewhat logically organized segments.

• The layout is interesting and appealing.

• At least a few illustrations, photographs, maps, graphs and/or charts are included and are clear and easy to read.

• The overall product is somewhat easy to use and may be applicable for different settings and situations.

IV. Evaluation and Results

• The targeted audience was asked for feedback during or after the design of the campaign.

• The dissemination was somewhat well designed and implemented and reached audiences locally.

• Some evaluation of the quality and effectiveness of the campaign was conducted.

Public Awareness Campaign - Level Two

I. Planning

• The targeted audience or their peers were not involved in the planning of the project.

II. Project Design

• The topics and format or strategies use only existing strategies that can reach a broad audience.

• The campaign includes only the transfer of information.
● The project is **not** cost effective and is conducted by one organization or agency.

● Factual accuracy and a balance of viewpoints **are usually** maintained.

● The project includes a **minimal** dissemination component.

**III. Participant/ Audience Experiences** (Use only subcategories that apply)

*Class/Seminar/Workshops*

● Participants are **not** actively engaged at all during the program.

● The program includes **no** experience which goes beyond traditional lecture and audiovisuals.

● Participants have **at least one** opportunity to choose from among a variety of sessions or assignments.

● Materials and/or sessions **are** divided into segments.

*Media Product*

● The media product was **marginally** effective in gaining **and/or** maintaining attention.

● The product **encouraged further study or action on the topic**.

● The key points were explained **clearly**.

● The visual and audio quality was **acceptable**.

*Print Product*

● The text is **clearly** written.

● The material is **divided** into segments.

● The layout is **interesting**.

● **At least one** illustration, photograph, map, graph and/or chart is included and is **clear and easy to read**.

● The overall product is **easy to use**.
IV. Evaluation and Results

• The targeted audience was not asked for feedback during or after the design of the campaign.

• A dissemination component was included.

• No evaluation of the campaign was sought from targeted audiences.

Public Awareness Campaign - Level One

I. Planning

• The targeted audience or their peers were not involved in the planning of the project.

II. Project Design

• The topics and format or strategies use only existing strategies that can reach a broad audience.

• The campaign includes only the transfer of information.

• The project is not very cost effective and is conducted by one organization or agency.

• Factual accuracy and a balance of viewpoints are not maintained.

• The project includes no dissemination component.

III. Participant/ Audience Experiences (Use only subcategories that apply)
Class/Seminar/Workshops

● Participants are not actively engaged at all during the program.
● The program includes no experience which goes beyond traditional lecture and audiovisuals.
● Participants have no opportunity to choose from among a variety of sessions or assignments.
● Materials and/or sessions are not divided into logical segments.
● Materials and/or sessions are somewhat divided into logical segments.

Media Product

● The media product was not effective in gaining and/or maintaining attention.
● The product did not encourage further study or action on the topic.
● The key points were not clearly explained.
● The visual and audio quality was marginal.

Print Product

● The text is not clearly written.
● The material is not divided into segments.
● The layout is not interesting.
● No illustrations, photographs, maps, graphs and/or charts are included.
● The overall product is not easy to use.

IV. Evaluation and Results

● The targeted audience was not asked for feedback during or after the campaign was designed.
● A dissemination component was not included or was very weak.
● No evaluation of the campaign was sought.
For more information on these rubrics, contact:

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