

Environmental Literacy Learning Rubric

For each piece of student work, please indicate the extent to which the student’s perspective provides evidence of learning development along the scale of “novice” to “mastery” in each of the categories.

	Recognition of the consequences of human activities on natural systems	Awareness of the cultural, economic and political forces that affect environmental policies	An understanding of natural systems	Understanding of the impacts natural systems can have on the environment, human life, health and welfare
Mastery – Creating knowledge	Able to express the importance of human impacts on the environment	Environmental policy understood as an outcome of a complex mix of cultural, economic, and political forces	Synthesizes and integrates existing knowledge of dynamic, nonlinear natural systems and applies understanding to investigate new problems.	Postulate ahead to consider the possible ways that changing natural systems may shape human life, health and welfare.
Developing- Assimilating and applying knowledge	Able to identify how humans impact the environment negatively	Environmental policy understood as an outcome of cultural, economic and/or political forces	Compare and contrast natural processes in more than one system and demonstrate understanding of the interconnectedness between systems	Understand specific examples of impacts in a range of specific cases
Novice-- acquiring knowledge	May know that humans impact the environment; little or no evidence of reflection on the ways in which human activity can affect the environment	Environmental policies independent of cultural, economic and political forces	Identify and describe natural processes that govern movement of matter/molecules in the environment according to fundamental physical, chemical or biological process	May know some ways that natural systems impact human life, health and welfare.