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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | Student Learning Outcome (SLO) Rubric:  SLO 4  “Describe How to Use Their Discipline to Make Communities More Sustainable” |
| **OVERVIEW:**  The following rubric assesses SLO 4: Students will be able to describe how to use their discipline to make communities more sustainable. The goal of this SLO is for students to understand, apply, and communicate how their discipline can enhance community sustainability.  This tool was developed and improved by a diverse group of Georgia Tech faculty in collaboration with SLS. | |
| **INSTRUCTIONS:**   1. Provide the rubric to students before they begin an assignment. Posting rubrics on the web and including them in the course pack for in-class writing promotes their usefulness. 2. Consider involving students in a dialogue about the rubric criteria, and/or inviting students to use the rubric to respond to their or their peers’ work in a class activity. Students gain a keen sense of your expectations for learning by explicitly understanding the criteria and by contributing to the modification of criteria in a rubric to enhance clarity. 3. Use the appropriate row or rows of the rubric to evaluate student work and assign a score. | |
| **SLS STUDENT LEARNING OUTCOMES & ASSESSMENT:**  The Serve-Learn-Sustain toolkit teaching tools are designed to help students achieve not only SLS student learning outcomes (SLOs), but the unique learning outcomes for your own courses. Applying rubrics to student work and using assessment data to modify your assignments or refine your curriculum have been shown to improve student learning.  **This tool achieves SLO 4. See the end of this tool for further details.** | |

**Want Help?**

Rebecca Watts Hull is the contact for this tool. You can reach her at [rwattshull@gatech.edu](mailto:rwattshull@gatech.edu).

Student Learning Outcome 4 Rubric

**OVERVIEW**

This rubric is designed to assess students’ ability to describe how they can use their own disciplines to make communities more sustainable. This SLO is meant to be used by upper-level, project-based courses (e.g., Capstone, Jr. or Sr. Design, etc.). The rubric contains five categories: connections to experience, connections to discipline, transfer, communication, and reflection/self-assessment. Students who rank highly across all categories will be able to:

1. Clearly indicate how new ideas from outside their discipline interact with their own academic training and life experience outside the classroom;
2. Thoughtfully communicate how their own skills can be applied to new situations and used to clearly articulate information to diverse audiences;
3. Demonstrate how their perspective on their discipline and and how it can be used to advance community sustainability has changed by the end of the course.

Please keep in mind that this rubric for assessing SLO 4 is intended for use with upper-level, project-based courses and may not be appropriate for lower-level courses without some modification. However, instructors are welcome to modify as appropriate. If you use this rubric to score student work, make sure to assign a zero to work that does not meet benchmark level performance (cell one).

In using this rubric, please note:

* The rubric is intentionally broad in order to be applicable across courses. Students are expected to achieve mastery of the different dimensions over time. In other words, they should progress (rightward) in their abilities to identify each of the four “degrees of complexity” over the course of the semester.
* If your assignment does not ask students to perform a specific reflection activity, simply omit the “Reflection/Self-Assessment” dimension from your use of the rubric.
* In using this rubric to score student work, evaluators should assign a zero to work that does not meet benchmark level performance (cell one).

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| **SLO 4: Students will be able to describe how they can use their discipline to make communities more sustainable**  *Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.* | | | | |
| **SLO Dimension** | **Beginning**  **1** | **Developing**  **2** | **Competent**  **3** | **Accomplished**  **4** |
| **Connections to Life Experience**  Connects relevant experience to academic knowledge | Indicates connections between life experiences, academic texts, and ideas perceived as similar and related to their own interests.  Basic awareness of self or other. | Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledges perspectives other than own relating to sustainable communities.  Developing awareness of self and community. | Effectively synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study.  Broadens own points of view relating to sustainable communities and others. | Meaningfully selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study. |
| **Connections to Discipline**  Sees (makes) connections across disciplines, perspectives | Presents examples, facts, or theories from at least one experience or perspective to discuss sustainability or community as assigned.  Does not meet basic course definitions of sustainability and/or community. Does not identify a single pillar of sustainability. | Connects examples, facts, or theories from more than experience or perspective to examine sustainable communities as assigned.  Some attempts made at meeting course definitions of sustainability and/or community. Able to identify one pillar of sustainability. | Independently connects examples, facts, or theories from more than one experience or perspective when considering sustainable communities.  Meets course definition of sustainability and/or community with guidance. Able to identify two pillars of sustainability. | Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one experience or perspective to examine sustainable communities in a sophisticated fashion.  Shows mature engagement with course definitions of sustainability and community. Able to identify three pillars of sustainability. |
| **Transfer**  Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations | Uses, in a basic way, skills, abilities, theories, or methodologies to consider issues relating to sustainable communities. | Use skills, abilities, theories, or methodologies to contribute to understanding of issues relating to sustainable communities. | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to explore complex issues relating to sustainable communities. | Independently adapts and applies skills, abilities, theories, or methodologies to new situations to explore complex issues relating to sustainable communities in a sophisticated and original fashion. |
| **Communication**  Articulates ideas clearly and effectively | Describes, in a basic way, practices specific to one or more disciplines/fields of study but does not connect such practices to the improved sustainability of communities.  Information may be presented in an ineffective format or explication may be missing. | Articulates practices specific to one or more disciplines/fields of study but only superficially connects such practices to the improved sustainability of communities.  Information may be presented in a less than completely effective format or some parts of the explication may be uneven or missing. | Articulates practices specific to one or more disciplines/fields of study and connects such practices to the improved sustainability of communities.  Information may be presented in a less than completely effective format or some parts of the explication may be uneven. | Clearly articulates practices specific to one or more disciplines/fields of study and uses concrete details to connect such practices to the improved sustainability of communities.  Presents information in an effective format and explicates with consistently high quality. |
| **Reflection/ Self-Assessment**  Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work) | Within the specified reflection activity, reviews performance or past experiences (inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about connections between disciplinary practices and sustainable communities. | Within the specified reflection activity, reviews performance or past experiences (inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspective about connections between disciplinary practices and sustainable communities. | Within the specified reflection activity, assesses performance or past experiences (inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives on the relationship between disciplinary practices and sustainable communities. | Within the specified reflection activity, critiques performance or past experiences (inside and outside of the classroom) in depth to reveal significantly changed or nuanced perspectives on the relationship between disciplinary practices and sustainable communities. |

Adapted from AAC&U VALUE Rubrics, Civic Engagement, Critical Thinking VALUE Rubric

SLS Student Learning Outcomes

1. Identify relationships among ecological, social, and economic systems.
2. Demonstrate skills needed to work effectively in different types of communities.
3. Evaluate how decisions impact the sustainability of communities.
4. Describe how to use their discipline to make communities more sustainable.\*

\* *Note:* SLO 4 is intended to be used by upper division, project-based courses such as Capstone.