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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 3  “Evaluate How Decisions Impact the Sustainability of Communities” |
| **OVERVIEW:**  The following rubric assesses SLO 3: Students will be able to evaluate how decisions impact the sustainability of communities. The goal of this SLO is for students to evaluate how decisions made both within and outside of communities affect community sustainability, bias including how these decisions are impacted by bias and how they impact different groups in different ways.  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 SLOs 3. 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 3

**Overview**

This rubric is designed to assess students’ understanding of how decisions can affect decision-making about sustainability within communities. Because the SLO is purposefully opaque about whose “decisions” it refers to, we have created the rubric to assess students’ awareness of the bias within and outside of communities, as well as personal bias, such as bias the students bring to the table. As you utilize this rubric, keep in mind that the rubric assumes that students understand sustainability as a holistic concept (including the 3 E’s model: economy, environment, and equity). Students should also have some experience applying that definitional knowledge to a decision-making framework/perspective. Students should particularly have a baseline knowledge of the different stakeholders involved in the community at issue, understand the concept of stakeholder interests, and be able to identify the needs of different groups within said community.

In using this rubric, please note:

* This 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 assess their own biases, simply omit the “Student Assumptions” dimension from your use of this rubric.
* 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).

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| **SLO 3: Students will be able to evaluate how decisions impact the sustainability of communities**  *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** |
| **Explanation of Issues and Contexts** | Student states the issue/problem under consideration and begins to identify some related contexts and biases, but without clarification or description. Student cannot identify any of the three pillars of sustainability. | Student states the issue/problem under consideration with limited clarification and description (leaves terms undefined, ambiguities unexplored, and/or backgrounds unstated). Student identifies relevant contexts, but may be more aware of certain issues than others. Student can identify one pillar of sustainability. | Student clearly states and describes the issue/problem under consideration, with significant clarification and description, with minor omissions that overall do not impede understanding. Student can identify two pillars of sustainability. | Student clearly states and comprehensively describes the issue/problem under consideration, with all relevant clarification and description necessary for full understanding. Student can identify all three pillars of sustainability. |
| **Influence of Stakeholders** | Student demonstrates a limited understanding of the concept of stakeholder interests. but does not identify differences in perspectives. | Student demonstrates understanding of the concept of stakeholder interests but shows only a limited grasp of differing perspectives. | Student demonstrates strong understanding of the concept of stakeholder interests and provides a few examples of differing perspectives | Student demonstrates strong understanding of the concept of stakeholder interests and systematically and methodically analyzes these interests and how they lead to differing perspectives on the issue at hand. |
| **Student Assumptions** | Student does not connect their background to the problem/issue or does so in an unpersuasive way. Student presents subjective opinions based on background as facts. | Student attempts to identify how their personal background, assumptions, and biases affect their position; however, they do not recognize important biases or interests, or seem aware of competing sources and stakeholders. | Student identifies how their personal background, interests, and biases affect their position but does not recognize subtle biases in their arguments or position, or in those from other sources and stakeholders. | Student clearly identifies how their personal background, interests, and biases affect their arguments or position, and those from other sources and stakeholders. |
| **Social Responsibility** | Student proposes some action, but it does not clearly address ethical, social, or environmental challenges in creating sustainable communities. Student has no or limited understanding of the consequences of individual and collective interventions. | Student proposes action to address ethical, social, or environmental challenges in creating sustainable communities. Student has no or limited understanding of the consequences of individual and collective interventions. | Student proposes informed and responsible action to address ethical, social, or environmental challenges in creating sustainable communities. Student shows some understanding of the consequences of individual and collective interventions. | Student proposes informed and responsible action to address ethical, social, or environmental challenges in creating sustainable communities. Student evaluates the local and broader consequences of individual and collective interventions. |
| **Conclusions and Limitations** | Student inconsistently ties conclusions to some of the information discussed, but oversimplifies related outcomes. Student identifies limitations at an extremely generalized or surface level. | Student logically ties conclusions to information (because information is chosen to fit the desired conclusion). Student clearly identifies some related outcomes. Student identifies limitations but those limitations are too general to connect to the issue. | Student logically ties conclusions to a range of information, including opposing viewpoints; student clearly identifies related outcomes. Student identifies limitations but does not connect them robustly to evidence or perspectives. | Student’s conclusions and/or outcomes are logical. They reflect the student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. Limitations of conclusions follow clearly from evidence and perspectives considered. |

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

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.