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Urban EcoLab

April 2021

Rubric

Center for Urban Resilience

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Action Plan/capstone project rubric.

	Level 3	Level 2	Level 1	Level 0
Understand science	Student clearly, accurately, and appropriately uses concepts and scientific terminology from the class lessons and other cited sources to provide a foundation for his or her action plan.	Student provides concepts and scientific terminology from the class lessons and cited sources, but does not coherently tie them together to provide a foundation for his or her action plan.	Student uses “common knowledge,” instead of concepts and scientific terminology from the class lessons and other cited sources, to support his or her action plan.	Student does not support his or her plan with any scientific knowledge.
Investigate and envision possibilities	Student provides accurate, appropriate data from relevant sources and clearly describes realistic improvements that can be accomplished.. Student provides reasoning for the possibilities they propose..	Student provides data from relevant sources, but does not describe realistic possibilities for the chosen topic. Student provides reasoning for the possibilities, but they are too big or too small in scale.	Student provides no data from relevant sources, but describes possibilities for improving the chosen topic. Or, student does not provide reasoning for the possibilities.	Student does not provide data, possibilities, or reasoning for improving the chosen topic.
Identify stakeholders	Student accurately identifies two or more essential stakeholders and describes their relationship and importance to the chosen topic.	Student identifies only one essential stakeholder and describes his or her relationship and importance to chosen topic. Or, student includes one or more nonessential stakeholders.	Student identifies one or more stakeholders—essential or nonessential—without describing their relationship and importance to the chosen topic.	Student does not identify stakeholders or stakeholders are inappropriate.
Seek resources	Student accurately identifies at least one social resource and at least one physical resource that are appropriate for implementing his	Student accurately identifies at least one social resource and at least one physical	Student accurately identifies one resource, but does not describe how the resource will be	Student does not accurately identify resources.

	or her plan. He or she describes how the resources will be used.	resource, but does not describe how the resources will be used. Or, student only identifies one resource and describes its use.	used.	
Construct actionable steps	Student makes a complete list of specific, feasible steps toward their goal. Student spells the necessary steps to make his or her goal happen, and it is readily apparent how each step builds on previous steps. Potential barriers are clearly defined as are strategies to address them.	Student makes a complete list of actions, but the actions are not explicitly tied to his or her goal. Or, the potential barriers are not defined.	Student makes a list of actions, but does not describe any connection to goals (even implicitly). The goals can be feasible.	Student does not make a list of actions or actions are completely unrealistic.
Implement the plan	Student clearly and accurately describes how he or she will engage the stakeholders and social resources, demonstrating an understanding of the science, the people, and the needs and aims of the plan.	Student clearly and accurately describes how he or she will engage some of the stakeholders and social resources to implement the plan, demonstrating an understanding of science.	Student clearly describes how he or she will engage those involved, but does not demonstrate an understanding of the science, the people, and the needs and aims of the plan.	Student does not describe how he or she will engage and motivate stakeholders and resources and implement the plan.