



Sustainability Rubric

Sustainability: Students gain an understanding of the social, environmental, and economic dimensions of conditions or practices that make society vulnerable and unsustainable over multi-generational time scales. Through the exploration of issues from a sustainability perspective, students will be motivated to develop potential solutions to these challenges through the use of systems thinking to improve the quality of life for all – environmentally, socially, and economically – both now and for future generations.

	Accomplished 4	Competent 3	Developing 2	Beginning 1
Multi-dimensional and multi-generational understanding of unsustainable practices	Exhibits deep three-dimensional understanding of sustainability (environmental, economic, and social) through the students’ lens of their experience and demonstrates the internalization of a sustainability paradigm in the way they interpret other experiences. Can draw parallels between sustainability dimensions of their experiences and sustainability issues in other places, at other scales, and/or during other time periods.	Exhibits three-dimensional understanding of sustainability (environmental, economic, and social) as it relates to their experience. Can articulate historical or multi-generational context of environmental, social, and economic dimensions of their work.	Exhibits a solid understanding of one dimension of sustainability (environmental, economic, or social) of their experience, but cannot articulate the interdependence of environmental, social, and economic dimensions of their experience. Can articulate the contemporary relevance of the experience, but may not be able to put challenges into a historical or multi-generational context.	Exhibits difficulty relating a core environmental, economic, or social dimension of their experience. Cannot articulate the relevance of their experience to a significant societal multi-generational challenge.
Systems thinking	Demonstrates deep understanding of how environmental, social, and economic systems relationships and forces interact to generate sustainability challenges in the context of their engagement experience. Can draw parallels to similar systems challenges in contexts beyond their engagement experience to demonstrate a broader general understanding of systems dynamics.	Demonstrates a general understanding of how environmental, social, and economic relationships and forces interact to generate sustainability challenges in the context of their engagement experience.	Emerging awareness of how environmental, social, or economic sustainability challenges of the engagement experience comprise dynamic relationships between multiple types of actors and forces.	Lack of awareness of how environmental, social, or economic sustainability challenges of the engagement experience comprise dynamic relationships between multiple types of actors and forces.
Solutions-oriented	Explores strategically novel and sound solutions to foster sustainable practices among self, others, and/or the community. Solutions take into consideration a broader context than just that of their engagement experience through the application of multi-dimensional sustainability knowledge and deep systems thinking.	Knowledge about sustainability gained as a result of their experience is clearly coupled with a passion to pursue sustainability solutions; novel and sound solutions are being actively explored in the context of the engagement experience.	Emerging sense of personal capacity to affect change. Demonstrates ability to brainstorm solutions in response to challenges that the engagement experience has exposed them to.	No evidence that sustainability knowledge attained from the engagement experience has generated informed ideas for solutions to sustainability challenges.