

2009 Draft for C.I.E.L. Global Environmental Literacy Rubric
(developed by members of the Consortium for Innovative Environments in Learning)
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Definition

Environmental literacy starts with the “general awareness of the relationship between the environment and human life.” – Excerpted from *The Campaign for Environmental Literacy*, 2007. Global environmental literacy means understanding the impact of one’s actions, as an individual and as a part of a community, on both immediate and global environments. This factor emphasizes knowledge of humanity’s dependence on the environment and experience in caring for one’s own environment, varying environments and our collective environment.

Framing Language

The objective of this rubric is to illustrate the outcomes of a global environmental perspective in students. The rubric will outline the dimensions of knowledge, skill, student work and characteristics that demonstrate these outcomes. A student with global environmental perspective has working knowledge in the form of experience with varying physical environments as well as political, economic, ecological, biological and philosophical education on global environments. These dimensions of interaction with environmental studies should incorporate:

- awareness of the environment’s role in human life
- knowledge of human and natural systems
- attitudes of appreciation for the environment
- problem solving of large-scale environmental issues
- skills relating to working with physical environments
- membership to a group with concern for global environments
- agency for personal environmental action

What does a student with global environmental literacy look like?

This following rubric is an example draft of a dimensional form of the competency requirements for global environmental literacy for the purpose of evaluating students and student work.

	4	3	2	1
Knowledge Of Environmental Impact	Has the knowledge to track or predict affects of own and others' actions on local and global environments.	Has some knowledge of the effects of own and others' actions on local and global environments.	Has some knowledge of the affects of own actions on local environments or but without knowledge of their affects on a larger, global scale.	Has little knowledge or concern for the affects of individual actions on local and global environments.
Knowledge of Life Systems	Knows ecological, political, economic, philosophical and biological (etc.) frameworks for understanding the diversity of human and natural environmental systems.	Knows few or several frameworks for understanding human and natural environmental systems.	Has little or one-dimensional knowledge of human and natural systems	Has little or no knowledge of human and natural environmental systems.
Application of Knowledge to Environmental Issues	Can effectively synthesize frameworks of knowledge to apply them to large-scale environmental issues to create working solutions.	Can apply frameworks of knowledge to large-scale environmental issues but does not have enough knowledge or experience to produce working solutions.	Has concept of large-scale environmental issues but cannot effectively apply frameworks of knowledge to environmental problems in order to produce a solution.	Has little or no concept of large-scale environmental issues and cannot effectively apply frameworks knowledge to environmental problems in order to produce a solution.
Experience Working with Physical Environments	Has a skill-set related to working to maintain and fulfill the productive value of varying environments.	Has a skill-set related to working to maintain and fulfill the productive value of a limited environment.	Has little experience working to maintain an environment and some knowledge of how to manifest an environment's productive value.	Has little or no experience working to maintain an environment and no knowledge of how to manifest an environment's productive value.
Attitudes Concerning Integrity of Global Environments	Has concern for long-term integrity of local and global environments, seeks information about threats to global environments and has concern for their reversal.	Has concern for long-term threats to local and global environments and for their reversal.	Has a concept of threats to local and global environments but has a short-term perspective on environmental issues.	Has little or no concern for local or global environmental integrity and a short-term perspective on environmental issues.
Personal Agency for Environmental Action	Has initiated action in alignment with a cause for solving global environmental problems, has discovered own cause, or is a member of a group with concerns for global environmental integrity.	Has participated in action or a group with a cause for solving global or local environmental problems.	Has not taken any action toward solving environmental problems but is a member in a group with a cause for solving environmental problems.	Has not taken any action toward solving environmental problems and is not a member of any groups with environmental concerns.

Evaluators are encouraged to assign a 0 to any performance that doesn't meet level one performance.