Environmental Policy Memo Rubric

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| Attribute | Approaching (0-2 points) | Meets (3-4points) | Exceeds  (5 points) | Points |
| Content and Subject Knowledge | * Policy and issue undefined. * Memo does not relate course content to examples and/ or supporting data of policy issue. * Reflects limited understanding of subject matter and associated literature. * Few details and facts presented; concepts not in a logical sequence. * Policy is unrealistic. | * Policy and issue is defined and includes few details that demonstrate a basic mastery of the topic. * Memo relates course content to examples and supporting data of policy issue. * Reflects understanding of subject matter and associated literature. * Incorporates details, facts, and concepts in a logical sequence. * Policy is realistic. | * Policy and issue is well defined and includes a variety of details and data that demonstrate a high level of mastery of the topic. * Memo displays an impressive level of depth of student’s ability to relate course content to examples and supporting data of policy issue. * Reflects mastery of subject matter and associated literature. * Incorporates comprehensive analysis of details, facts, and concepts in a logical sequence. * Potential that policy could be adopted. | \_\_\_\_\_/ |
| Critical Thinking | * Memo has a limited perspective on key concepts throughout assignment. * Policy ideas, actions and outcomes are not incorporated. | * Memo displays a command of critical thinking skills in the presentation of material and supporting statements. * Policy ideas, actions and outcomes are somewhat incorporated. | * Memo follows a strategic approach in presenting examples of problem solving or critical thinking. * Logical conclusions are drawn, which are not immediately obvious and include actions and outcomes supported by reliable references. | \_\_\_\_\_/ |
| Organization of Ideas and Format | * Memo has a variety of inconsistencies throughout. * Organization is poor and many sections mentioned above are missing. | * Memo is mostly consistent, student demonstrates a good skill level in formatting and organizing material in assignment, with a few errors. * Organization is logical and all sections mentioned above are included. | * Memo is very consistent and highly organized, presenting the policy issue in a clear light, giving options to the reader through actions and outcomes.. * Organization is excellent and all sections mentioned above included. | \_\_\_\_\_/ |
| Quality of Product/ Writing | * Writing is weak, product is messy. * Numerous grammatical and spelling errors apparent. * Pictures and graphics do not relate to content and/ or are inappropriate. | * Writing is adequate, product is neat. * Some grammatical and spelling errors apparent. * Pictures and graphics mostly relate to content and are appropriate. | * Writing and product are publication quality. * No grammatical or spelling errors apparent. * Pictures and graphics enhance content and are appropriate. | \_\_\_\_\_/ |
| References and Support | * Includes no references or supporting evidence. * Sources used for research lack variety or are not reliable. | * Incorporates some references from literature, supporting evidence and personal experience. * Sources used for research include some variety and are reliable. | * Uses additional references outside of the literature, readings, supporting evidence and/or personal experience. * Sources used for research include variety, utilize data and are reliable. * Student exceeds minimum research requirement using at least five sources. | \_\_\_\_\_/ |
| Total Points  Comments: | | | | \_\_\_\_\_/ |

Use for Gallery Walk and/ or Reflections

Examples of peer comments that demonstrate higher levels of thinking:

* “Some common themes I see between your environmental memo and what we are learning in class are….” (analysis)
* “These topics/ themes are significant if we consider the relationship between ….” (synthesis)
* “What you are saying is strengthened by the following evidence ….” (evaluation)