

# Rubrics used by the Ohio Environmental Education Fund to evaluate completed grant projects for the pre-school to university audience

## Curriculum

### Level Five

The curriculum is attractive and exciting to look through. Many activities are unique and original and frequently include student involvement in designing the activity. Pre-existing activities may be used, but they are arranged or adapted in a unique way. A spirit of inquiry and active learning permeates the materials. Activities involve a variety of instructional strategies and groupings through which students are encouraged in constructing their own knowledge through investigations, discussion, and other modes of active learning. Throughout the curriculum an integrated or thematic approach is emphasized. The learning experiences described address knowledge, skills, attitudes and behaviors and can be connected to build toward broad concepts. The curriculum uses many resources and sites outside the classroom and includes current technology. The materials are clearly linked to the environment and include active involvement by learners in examining and resolving environmental issues. A variety of assessment strategies are used and they authentically reflect the major goals and experience of the activity. The information is accurate, current, and considers differing points of view. The curriculum is well written, well organized and clearly describes the learning experiences. The activities involve equipment, supplies and sites that are reasonably accessible for most schools. Curriculum materials are specifically aligned with appropriate state or national standards or guidelines, e.g. Ohio's Learning Standards for Science; national science standards; or NAAEE guidelines for environmental education. A strong dissemination plan is included.

## **Curriculum Level Four**

The curriculum is innovative and engaging. Inquiry is emphasized with learners participating in the design of some aspects of the learning experiences. Active learning predominates, a variety of groupings are incorporated, and instructional strategies are varied to meet the needs of students with different strengths and styles. An integrated and/or thematic approach is emphasized and activities can be connected to build toward broad concepts. Both indoor and outdoor activities are included and opportunities for involvement in environmental issues are suggested. A variety of assessment strategies are suggested. The curriculum is well organized, with some original activities, and the activities are clearly described. The activities involve equipment, supplies and sites that are accessible for most schools. Materials have been developed collaboratively and at least partially field tested. An acceptable dissemination plan is provided.

## **Curriculum Level Three**

The curriculum is solid environmental education. Active learning is emphasized and includes some choices students can make to personalize the activity. A variety of instructional strategies are used and include some group work. An integrated and/or thematic approach is emphasized. Pre-existing activities are used, but are drawn from a variety of programs. Assessment strategies are not diverse or are missing. The information provided is accurate, current and considers differing points of view. Activities are clearly described but an overall organizational scheme for the curriculum may not be evident. The materials have not been developed collaboratively or field-tested. A dissemination plan is weak or missing.

## **Curriculum Level Two**

The curriculum is weak in a number of areas. Some hands-on learning may be included, but many activities are very directed with one right answer. Learners work mostly in large groups or by themselves. The activities are logically organized and drawn almost exclusively from pre-existing materials. The activities may involve equipment, supplies or sites that are not easily accessible for some schools. The information provided may not be accurate, current, or consider different points of view.

## **Curriculum Level One**

The curriculum does not reflect quality environmental education. Some active learning may be included, but most of the activities are very directed and involve little student choice. The activities seem to be a random collection from pre-existing materials with few connections between activities and little overall organization. The information provided is not accurate, current or considers different points of view. The activities involve equipment, supplies or sites that are not accessible for many schools.

For more information on these rubrics, contact:



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