

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

Student Activity

Student Activity Level Five

The activities are clearly rich and exciting experiences for the learners. They are actively engaged throughout with hands-on and minds-on because they have been active participants in designing their learning experiences. Many of the activities they participate in are self-directed and emphasize the process of inquiry, rather than knowing the right answer, allowing them to construct their own knowledge. The learners spend more time working individually or in small groups than in a larger group. The learning experiences are multi-disciplinary and include activities addressing knowledge, skills, attitudes and behaviors. The activities are strongly connected but occur over an extended period to allow learners time for reflection and additional investigation. As a part of their experiences, learners use many resources and a variety of sites, and have an opportunity to investigate and take action on environmental issues. Learners report on their experiences using a technique that they choose to match their style and to best reflect their learning. Information the learner uses is accurate, current and considers differing points of view. The activities involve equipment, supplies and sites that are reasonably accessible for most schools. Experiences have been planned in collaboration with outside resource people. The activities 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. Rich documentation of the learning experiences would allow the activities to be easily replicated.

Student Activity Level Four

The learning experiences are 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 used, and the range of experiences is 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. Learners experience a variety of sites, both indoor and outdoor, and opportunities for involvement in environmental issues are suggested. A variety of assessment methods may be chosen by learners to report on their experiences. Information used by the learner is accurate, current, and considers differing points of view. The activities involve equipment, supplies and sites that are accessible for most schools. Some activities have been developed collaboratively by outside resource people. Documentation of the learning experience provides sufficient information for easy replication.

Student Activity Level Three

The activities are solid environmental education. Active learning is emphasized and includes some choices students can make to personalize activities. A majority of the activities go beyond factual recall and challenge learners to explore questions without one right answer. Learners work at least as much of the time individually or in small groups as they do in large groups. An integrated and/or thematic approach is emphasized. The activities occur periodically over time but may not be strongly linked by a clear theme or central purpose. Learners are asked to report on their experiences. The information provided is accurate, current and considers differing points of view. Activities involve equipment, supplies and sites that are reasonably accessible for most schools. Documentation of the learning experiences provides sufficient information for replication.

Student Activity Level Two

The student activity is weak in a number of areas. Some hands-on learning may be included, but many activities do not go beyond factual recall. Learners are to follow a prescribed sequence of activities. More of the learning experiences are directed and designed by the leader(s) than by the learner. The activities are logically organized but there is little integration. If the learners are asked to report on their experiences, only one format for reporting is permitted. The learning experiences occur over a short period of time and/or have little connection to each other. The activities may involve equipment, supplies or sites that are not easily accessible for some schools.

Student Activity Level One

The activities do not reflect quality environmental education. Some active learning may be included, but most of the activities are very leader-directed and involve little student choice. Most of the experiences focus on factual recall and lower-level questions. The learners may spend a majority of the time in predominately recreational or entertainment-related activities with only marginal connections to environmental concepts or issues. The activities seem to be a random collection with few linkages between activities and little overall organization. Learners are not asked to report on their experiences. The information provided may not be accurate, current or consider different points of view. The activities may involve equipment, supplies or sites that are not accessible for some schools.

For more information on these rubrics, contact:



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