<table>
<thead>
<tr>
<th><strong>What an assessment framework</strong></th>
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<tbody>
<tr>
<td><strong>is…</strong></td>
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<tr>
<td>• guidance for people creating an assessment (i.e., test items &amp; survey questions)</td>
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<tr>
<td>• components &amp; contexts to be assessed, based on research</td>
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<tr>
<td>• specifications re: the % and types of items for each component</td>
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</tbody>
</table>
Objective: to craft a comprehensive, research-based description of environmental literacy and a framework for assessing environmental literacy … so that sufficient consistency within and across assessments … so that cross-comparisons can be made.
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Literacy is the capacity of students to apply knowledge and skills in key subject areas and to analyze, reason, and communicate effectively as they pose, solve, and interpret problems in a variety of life-situations (OECD, 2010).
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Definition of Environmental Literacy
Components of Environmental Literacy
Assessment Framework Examples
- NELA
- A Proposed Framework for Assessing Environmental Literacy in PISA 2015
An environmentally literate person is someone who, both individually and collectively with others, makes informed decisions concerning the environment, is willing to act on these decisions..., and participates in civic life. Those who are environmentally literate possess, to varying degrees:

- knowledge and understanding of environmental concepts... and issues;
- a set of cognitive and affective dispositions;
- a set of cognitive skills and abilities; and
- the appropriate behavioral strategies ...to make sound and effective decisions ....
Components of Environmental Literacy

Knowledge
Dispositions
Competencies
Behavior
The domain of environmental literacy from Complete Framework p.3-2 at http://www.naaee.net/framework

Knowledge
What you know about:
• Physical and ecological systems
• Social, cultural and political systems
• Environmental issues
• Multiple solutions to environmental issues
• Citizen participation and action strategies

Dispositions
How you respond to environmental issues:
• Sensitivity
• Attitudes and concern toward the environment
• Assumption of personal responsibility
• Locus of control/ Self-efficacy
• Motivation, and intention to act

Skills and abilities that you know how and when to apply:
• Identify environmental issues
• Ask relevant questions about environmental conditions and issues
• Analyze environmental issues
• Investigate environmental issues (scientific and social aspects of issues using primary and secondary sources)
• Evaluate and make personal judgments about environmental issues (the interaction between environmental conditions and sociopolitical systems)
• Use evidence and knowledge to select and defend one’s own position(s) to resolve issues
• Create and evaluate plans at various scales/levels to resolve environmental issues

Environmentally Responsible Behavior
Involvement in intentional and habitual behaviors, individually or as a member of a group, that work towards solving current problems and preventing new ones.

Contexts
Personal, Social, and Physical

Feedback/reflection loop
continued literacy development

Feedback/reflection loop
continued literacy development
Using the Framework for Assessments of Environmental Literacy

Competencies
Knowledge
Dispositions
Behavior
Components emphasized in National Environmental Literacy Assessment (NELA)

Knowledge

What you know about:
• Physical and ecological systems
  • Social, cultural and political systems
  • Environmental issues
  • Multiple solutions to environmental issues
  • Citizen participation and action strategies

Dispositions

How you respond to environmental issues:
• Sensitivity
• Attitudes and concern toward the environment
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Skills and abilities that you know how and when to apply:

Competencies

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• Ask relevant questions about environmental conditions and issues
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• Investigate environmental issues (scientific and social aspects of issues using primary and secondary sources)
• Evaluate and make personal judgments about environmental issues (the interaction between environmental conditions and sociopolitical systems)
• Use evidence and knowledge to select and defend one’s own position(s) to resolve issues
• Create and evaluate plans at various scales/levels to resolve environmental issues

Contexts

Personal, Social, and Physical

Environmentally Responsible Behavior

Involvement in intentional and habitual behaviors, individually or as a member of a group, that work towards solving current problems and preventing new ones.
• Ecomanagement
• Persuasion
• Consumer/economic

Feedback/reflection loop
continued literacy development
A proposed framework for assessing environmental literacy – PISA 2015

Contexts

Competencies

Environmental Knowledge

Dispositions toward the Environment

Local, regional, or global situations that involve the environment

Require you to:

Identify environmental issues.

Analyze environmental issues.

Evaluate potential solutions to environmental issues.

Propose and justify actions that address the environmental issue.

What you know about:
- the physical, ecological system,
- environmental issues,
- sociopolitical systems,
- strategies for addressing environmental issues.

How you demonstrate competencies requires:

Influences

How you respond to environmental issues:
- interest,
- sensitivity,
- locus of control,
- responsibility,
- intention to act.
Objective: to craft a comprehensive, research-based description of environmental literacy and a framework for assessing environmental literacy … so that sufficient consistency within and across assessments … so that cross-comparisons can be made.
The domain of environmental literacy from Complete Framework p.3-2 at http://www.naaee.net/framework

Knowledge
- What you know about:
  - Physical and ecological systems
  - Social, cultural and political systems
  - Environmental issues
  - Multiple solutions to environmental issues
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Competencies
- Skills and abilities that you know how and when to apply:
  - Identify environmental issues
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  - Use evidence and knowledge to select and defend one’s own position(s) to resolve issues
  - Create and evaluate plans at various scales/levels to resolve environmental issues

Dispositions
- How you respond to environmental issues:
  - Sensitivity
  - Attitudes and concern toward the environment
  - Assumption of personal responsibility
  - Locus of control/ Self-efficacy
  - Motivation, and intention to act

Contexts
- Personal, Social, and Physical

Environmentally Responsible Behavior
- Involvement in intentional and habitual behaviors, individually or as a member of a group, that work towards solving current problems and preventing new ones.

Feedback/reflection loop
continued literacy development

The feedback/reflection loop is a continuous process where learners evaluate and reflect on their learning experiences, making adjustments to their knowledge, dispositions, and competencies as they engage with new information and challenges. This cycle is integral to continued literacy development, ensuring that learners can adapt and improve their understanding and skills over time.
Developing a Framework for Assessing Environmental Literacy
esp. Chapter 3

www.NAAEE.net/Framework
DEVELOPING A FRAMEWORK FOR ASSESSING ENVIRONMENTAL LITERACY

On December 1, 2011, NAAEE released “Developing a Framework for Assessing Environmental Literacy,” at the National Press Club in Washington, DC, and live via the Internet. This document was developed by researchers, educators, and assessment specialists in social studies, science, and environmental education and experts in other related disciplines.

THE WEBCAST

View the archived version of the entire Webcast and the accompanying slideshow.

DOCUMENTS Produced by the Project

Developing a Framework for Assessing Environmental Literacy: Executive Summary

Brief Descriptions of the Competencies, Knowledge, and Dispositions (listed in the Executive Summary)

Developing a Framework for Assessing Environmental Literacy: Complete Online Edition

Evaluation Report: Framework for the Assessment of Environmental Literacy

THE PEOPLE

Acknowledgements: See a list of all those who worked on the project.

Reactions: Read what people are saying about the Webcast and products from this project.