

DRAFT Revised Checkpoint Rubric (5/15/17)

A) Embedded in a Community

1. Leaders in Geoscience Education identified
2. Leaders in Geoscience Education invested
3. Leaders outside of Geoscience Education identified
4. Leaders outside of Geoscience education invested
5. Common agenda/area of overlap articulated and bought into by all leaders
6. One group identity emerges, replaces division inside and outside of Geoscience Education

B) Use Geoscience to Contribute to a Local Problem

1. Local problems articulated (this item is not truly complete until ***Embedded in a Community*** 1 to 5 are done)
2. Local problems connected to Geoscience
3. Single or set of problems to focus on is agreed upon (as part of common agenda)
4. Geoscience pathway that addresses local problem is designed
5. Implemented and evaluated in some way
6. Refined and ready to grow

C) Multiple Learning Opportunities Connected and Sequenced (Worked on in parallel with ***Embedded in a Community*** and ***Use Geoscience to Contribute to a Local Problem***)

1. Understand existing levels, programs, and educational places where our alliance could have an impact
2. Decide on connections between levels on which alliance wants to focus
3. Develop plan for linking those levels
4. Pilot - alliance takes some small step so that they can learn what works
5. Alliance has early indicators that your transitions work
6. Refined and ready to grow: i.e., Ready to scale - alliance has strategy(ies) that work, alliance knows how to measure it, alliance is ready for more

effort/investment (the only thing holding the alliance back is resources - you know what to do)

D) Service Learning (dependent on making progress through **Use Geoscience to Contribute to a Local Problem** 1 to 3)

1. Opportunities for service learning identified at each level and aligned with enhancing community resilience
2. Opportunities for service learning designed so that they are linked together across levels
3. Opportunities evaluated for impact on learning
4. Early indicators of future enhanced community resilience are demonstrated

E) Mentoring and Signposting (we are struggling with when and how this happens)

1. Skills students need to succeed on educational pathways are identified (not just geoscience skills but also community engagement skills)
2. Strategies for how to coach and mentor along pathway are identified and in scalable, level-appropriate ways (e.g., mentoring might be different for K-12 student than an undergraduate student)
3. Types of mentoring/signposting strategies are piloted
4. Early indicators of how mentoring/signposting approaches are working (most likely through student feedback related to the value of it in making decisions about the pathway and knowing how to enact those decisions)
5. Mentoring and signposting strategies are refined and ready to scale