Climate Change, Communities, and Public Planning

A Problem-Based Learning Activity

Sample Assessment Rubrics

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| --- | --- | --- | --- | --- |
|  | **Inadequate (1 point)** | **Competent (2 points)** | **Exemplary (3 points)** | **Score** |
| **Description of Community** | Incomplete description of community; students have not considered cultural, economic, and natural features | Students identify most, but not all of the cultural, economic, and natural features of the community | Students describe cultural, economic and natural features of community |  |
| **Identification of GCC Challenges** | Students unable to identify GCC challenges unique to community | Students identify GCC challenges that are likely to impact community | Students identify GCC challenges that are specific to the cultural, economic, and natural features of the community |  |
| **Identification of Response Options** | Responses identified by students are either unrelated to challenges faced by the community or are unlikely to have an impact | Students identify a limited number of response options that have the potential to address challenges faced by the community | Students identify several response options that address the unique challenges faced by the community; responses are likely to have a significant impact |  |
| **Collaboration** | Team work has been dominated by one or two members; little evidence that all members contributed to research process | Each member has contributed to the research process and case study development | Team has worked together to generate a complete case study; each team member has a clear understanding of the challenges and response options |  |
| **Presentation** | Team has difficulty explaining and/or defending their findings | Team adequately explains and defends their findings | Team clearly explains their findings; the presentation is organized and complete |  |

***Rubric 1: Team Case Study Presentation***

**Rubric 2: Reflection**

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| --- | --- | --- | --- | --- |
|  | **Inadequate (1 point)** | **Competent (2 points)** | **Exemplary (3 points)** | **Score** |
| **Identification of Trends** | Students ability to compare/contrast GCC risks among regions is limited | Students able to compare/contrast GCC risks | Students compare/contrast GCC risks, offer reasonable explanations and examples |  |
| **Assessment of Own Community** | Students offer limited assessment of local risks/response options; unable to recognize similarities between local community and case study communities | Students correctly identify some of local risks/response options; use case studies (to a limited extent) to inform analysis of local community | Students correctly identify several local risks and offer appropriate response options; effectively use case studies to inform analysis of local community |  |
| **Advice for U.S. Government** | Limited ability to offer broad advice regarding GCC-related decisions based upon local community challenges; limited ability to view larger scope of challenges | Students able to offer some broad advice that has the ability to inform decision making that will affect local communities | Students able to offer advice that has the ability to effectively inform decision-making processes; advice takes the diversity of local community challenges into consideration |  |