

Teacher rubric for classroom environmental management plan

Criteria	Level 1 (Emerging)	Level 2 (Developing)	Level 3 (Proficient)	Level 4 (Accomplished)	Level 5 (Exemplary)
Objective	Problem or goal is unclear or missing.	Problem or goal is identified but lacks detail or relevance to air quality.	Problem or goal is clearly identified and relevant to air quality (e.g., CO ₂ , PM2.5).	Problem or goal is clearly identified, relevant, and includes specific examples (e.g., 'reduce CO ₂ during lessons').	Problem or goal is highly relevant, specific and demonstrates deep understanding of the issue and its impact.
Data collection	No clear method for collecting or recording data is provided.	Data collection is mentioned but lacks organisation or measurable steps.	Clear method for collecting and recording data is included (e.g., CO ₂ sensors, PM2.5 readings).	Data collection is detailed, organized, and includes measurable steps (e.g., frequency, tools and specific goals).	Data collection and recording is highly organised and innovative.
Action plan	Actions are vague, unrealistic, or not clearly connected to solving the identified problem.	Actions are basic and somewhat relevant but lack detail or measurable outcomes.	Actions are clear, realistic, and achievable, addressing the identified problem effectively.	Actions are well-detailed, realistic, measurable and demonstrate critical thinking to address the problem.	Actions are exceptionally thorough, innovative and include long-term strategies and measurable steps for success.
Roles and Responsibilities	Roles and responsibilities are unclear or missing.	Some roles are defined, but they lack clarity or equitable distribution.	Roles and responsibilities are clearly defined and mostly balanced among group members.	Roles are well-defined, balanced and demonstrate effective collaboration.	Roles are exceptionally well-defined, balanced and reflect excellent teamwork and accountability.
Monitoring and evaluation	No plan for monitoring or evaluating progress is included.	Basic monitoring and evaluation steps are mentioned but lack detail.	Clear methods for monitoring progress and evaluating success are included (e.g., comparing data).	Detailed monitoring and evaluation plan includes measurable outcomes and reflection on progress.	Monitoring and evaluation are innovative, detailed and include continuous adjustments based on collected data.
Using clear and concise language	Plan is difficult to understand due to unclear or overly complex language.	Plan uses some clear language but may include unclear sections or technical jargon.	Plan uses clear and simple language throughout, making it accessible to all group members.	Plan is well-written, easy to understand, and uses clear, simple language that enhances accessibility.	Plan is exceptionally clear, concise and includes helpful explanations or examples for complete understanding.
Incorporating visual aids	No visual aids are included in the plan.	Visual aids are included but lack clarity or connection to the plan.	Visual aids (e.g., flowcharts, posters) are clear and align with the plan's purpose.	Visual aids are detailed, visually appealing, and support the plan's implementation effectively.	Visual aids are highly creative, engaging and enhance the understanding and usability of the plan significantly.
Emphasising teamwork and shared responsibility	Limited collaboration is evident, with 1 or 2 students completing most of the work.	Some collaboration is evident, but roles and responsibilities are unevenly distributed.	Collaboration is balanced, with all group members contributing to the plan's development.	Effective teamwork is evident, with all members contributing equally and working collaboratively.	Collaboration is exceptional, reflecting shared ownership, active participation and outstanding teamwork.

Student name:

Group members:

Comment: