



Syllabus for Sustainable Development Assessment Grid



Mark	Denominator	Grade	Competencies	The student demonstrates excellent
IVIAIR	Denominator	Grade	Competencies	The student demonstrates excellent
				knowledge, comprehension or skill (as appropriate) in:
			Embodying Sustainahil	
9.0 -	Excellent	Α	Embodying Sustainabil Valuing	critically assessing personal values and
10	Excellent	A	sustainability	how they align with sustainability values
10			Supporting fairness	assessing equity and justice from all
			Supporting fairness	perspectives
			Promoting nature	respectives
			Tromoting nature	aspects of nature in order to restore
				and/or regenerate ecosystems.
		En	nbracing Complexity in	
		1	Systems thinking	approaching a problem in context to
			1,555	understand how it fits into different
				systems.
			Critical thinking	evaluating data and challenge the status
				quo; think about how certain factors
				influence their thinking and conclusions
			Problem framing	recognising current or potential
				challenges in order to anticipate and/or
				prevent problems, as well as mitigating
				existing problems.
Envisioning Sustainabl			Envisioning Sustainab	le Futures
			Futures literacy	considering alternative sustainable futures
				and identifying the steps needed to
				achieve them.
			Adaptability	managing complex challenges and making
				decisions about the future in the face of
				risk and uncertainty.
			Exploratory thinking	connecting different disciplines and
				experimenting with new ideas and
				methods.
	1	I	Acting for Sustaina	
			Political agency	identifying responsibility or lack thereof
				for sustainability in policy and demand
			Callantina	effective policies for sustainability.
			Collective action	acting for change in collaboration with
			Total State and Control Control	others.
			Individual initiative	identifying and acting on one's own
		1		sustainability potential



Mark	Denominator	Grade	Competencies	The student demonstrates very good
			·	knowledge, comprehension or skill (as
				appropriate) in:
		lity Values		
8.0 –	Very Good	В	Valuing	critically assessing personal values and
8.9	Very Good		sustainability	how they align with sustainability values
0.5			Supporting fairness	assessing equity and justice from all
				perspectives
			Promoting nature	respecting the needs and rights of all
				aspects of nature in order to restore
				and/or regenerate ecosystems.
	<u>l</u>	Em	bracing Complexity in	
			Systems thinking	approaching a problem in context to
			,	understand how it fits into different
				systems.
			Critical thinking	evaluating data and challenge the status
				quo; think about how certain factors
				influence their thinking and conclusions
			Problem framing	recognising current or potential
				challenges in order to anticipate and/or
				prevent problems, as well as mitigating
				existing problems.
			Envisioning Sustainab	le Futures
			Futures literacy	considering alternative sustainable futures
				and identifying the steps needed to
				achieve them.
			Adaptability	managing complex challenges and making
				decisions about the future in the face of
				risk and uncertainty.
			Exploratory thinking	connecting different disciplines and
				experimenting with new ideas and
				methods.
	T	ı	Acting for Sustaina	,
			Political agency	identifying responsibility or lack thereof
				for sustainability in policy and demand
				effective policies for sustainability.
			Collective action	acting for change in collaboration with
				others.
			Individual initiative	identifying and acting on one's own
				sustainability potential



Mark	Denominator	Grade	Competencies	The student demonstrates good knowledge,			
				comprehension or skill (as appropriate) in:			
	Embodying Sustainability Values						
7.0 -	Good	С	Valuing	critically assessing personal values and			
7.9			sustainability	how they align with sustainability values			
			Supporting fairness	assessing equity and justice from all perspectives			
			Promoting nature	respectives			
			Tromoting nature	aspects of nature in order to restore			
				and/or regenerate ecosystems.			
		Em	bracing Complexity in S				
			Systems thinking	approaching a problem in context to			
			5	understand how it fits into different			
				systems.			
			Critical thinking	evaluating data and challenge the status			
				quo; think about how certain factors			
				influence their thinking and conclusions			
			Problem framing	recognising current or potential			
				challenges in order to anticipate and/or			
				prevent problems, as well as mitigating			
				existing problems.			
		T	Envisioning Sustainable				
			Futures literacy	considering alternative sustainable futures and identifying the steps needed to achieve them.			
			Adaptability	managing complex challenges and making			
			Adaptability	decisions about the future in the face of			
				risk and uncertainty.			
			Exploratory thinking	connecting different disciplines and			
			,	experimenting with new ideas and			
				methods.			
	ı	1	Acting for Sustaina	ability			
			Political agency	identifying responsibility or lack thereof			
				for sustainability in policy and demand			
				effective policies for sustainability.			
			Collective action	acting for change in collaboration with			
				others.			
			Individual initiative	identifying and acting on one's own			
				sustainability potential			



Mark	Denominator	Grade	Competencies	The student demonstrates satisfactory			
			·	knowledge, comprehension or skill (as			
				appropriate) in:			
	Embodying Sustainability Values						
6.0 -	Satisfactory	D	Valuing	critically assessing personal values and			
6.9	Sutisfactory		sustainability	how they align with sustainability values			
0.5			Supporting fairness	assessing equity and justice from all			
				perspectives			
			Promoting nature	respecting the needs and rights of all			
				aspects of nature in order to restore			
				and/or regenerate ecosystems.			
	<u>l</u>	Em	bracing Complexity in				
			Systems thinking	approaching a problem in context to			
			,	understand how it fits into different			
				systems.			
			Critical thinking	evaluating data and challenge the status			
				quo; think about how certain factors			
				influence their thinking and conclusions			
			Problem framing	recognising current or potential			
				challenges in order to anticipate and/or			
				prevent problems, as well as mitigating			
				existing problems.			
	Envisioning Sustainabl			le Futures			
			Futures literacy	considering alternative sustainable futures			
				and identifying the steps needed to			
				achieve them.			
			Adaptability	managing complex challenges and making			
				decisions about the future in the face of			
				risk and uncertainty.			
			Exploratory thinking	connecting different disciplines and			
				experimenting with new ideas and			
			A	methods.			
	1	I	Acting for Sustaina	,			
			Political agency	identifying responsibility or lack thereof			
				for sustainability in policy and demand			
			Callagation	effective policies for sustainability.			
			Collective action	acting for change in collaboration with			
			1. 30 03 - 10 00 00	others.			
			Individual initiative	identifying and acting on one's own			
				sustainability potential			



Mark	Denominator	Grade	Competencies	The student demonstrates sufficient
				knowledge, comprehension or skill (as
				appropriate) in:
			Embodying Sustainabil	
5.0 -	Sufficient	E	5.0 – 5.9	critically assessing personal values and
5.9		_		how they align with sustainability values
			Supporting fairness	assessing equity and justice from all
				perspectives
			Promoting nature	respecting the needs and rights of all
				aspects of nature in order to restore
				and/or regenerate ecosystems.
	•	En	bracing Complexity in	Sustainability
			Systems thinking	approaching a problem in context to
				understand how it fits into different
				systems.
			Critical thinking	evaluating data and challenge the status
				quo; think about how certain factors
				influence their thinking and conclusions
			Problem framing	recognising current or potential
				challenges in order to anticipate and/or
				prevent problems, as well as mitigating
				existing problems.
	T	1	Envisioning Sustainab	
			Futures literacy	considering alternative sustainable futures
				and identifying the steps needed to achieve them.
			Adaptability	
			Adaptability	managing complex challenges and making decisions about the future in the face of
				risk and uncertainty.
			Exploratory thinking	connecting different disciplines and
			LAPIOI atory trillinking	experimenting with new ideas and
				methods.
	l	l	Acting for Sustaina	
			Political agency	identifying responsibility or lack thereof
			3	for sustainability in policy and demand
				effective policies for sustainability.
			Collective action	acting for change in collaboration with
				others.
			Individual initiative	identifying and acting on one's own
				sustainability potential



Mark	Denominator	Grade	Competencies	The student demonstrates <u>failed/weak</u>			
			·	knowledge, comprehension or skill (as			
				appropriate) in:			
	Embodying Sustainability Values						
3.0 -	Failed/Weak	F	5.0 – 5.9	critically assessing personal values and			
4.9	ranea, weak		3.0 3.3	how they align with sustainability values			
			Supporting fairness	assessing equity and justice from all			
				perspectives			
			Promoting nature	respecting the needs and rights of all			
				aspects of nature in order to restore			
				and/or regenerate ecosystems.			
	•	Em	bracing Complexity in	Sustainability			
			Systems thinking	approaching a problem in context to			
				understand how it fits into different			
				systems.			
			Critical thinking	evaluating data and challenge the status			
				quo; think about how certain factors			
				influence their thinking and conclusions			
			Problem framing	recognising current or potential			
				challenges in order to anticipate and/or			
				prevent problems, as well as mitigating			
				existing problems.			
	T	1	Envisioning Sustainab				
			Futures literacy	considering alternative sustainable futures			
				and identifying the steps needed to			
				achieve them.			
			Adaptability	managing complex challenges and making			
				decisions about the future in the face of			
			Evalorator: thinking	risk and uncertainty.			
			Exploratory thinking	connecting different disciplines and			
				experimenting with new ideas and methods.			
			Acting for Sustaina				
			Political agency	identifying responsibility or lack thereof			
			i ontical agency	for sustainability in policy and demand			
				effective policies for sustainability.			
			Collective action	acting for change in collaboration with			
				others.			
			Individual initiative	identifying and acting on one's own			
			arriadar illidarive	sustainability potential			
	i		<u> </u>	Table 1 and			



Mark	Denominator	Grade	Competencies	The student demonstrates failed/very
				weak knowledge, comprehension or skill (as
				appropriate) in:
			Embodying Sustainabil	
0 – 2.9	Failed/Very	FX	5.0 – 5.9	critically assessing personal values and
0 2.3	Weak	17	3.0 3.3	how they align with sustainability values
	- Troun		Supporting fairness	assessing equity and justice from all
				perspectives
			Promoting nature	respecting the needs and rights of all
				aspects of nature in order to restore
				and/or regenerate ecosystems.
		En	bracing Complexity in	Sustainability
			Systems thinking	approaching a problem in context to
				understand how it fits into different
				systems.
			Critical thinking	evaluating data and challenge the status
				quo; think about how certain factors
			Problem framing	influence their thinking and conclusions recognising current or potential
			Problem training	recognising current or potential challenges in order to anticipate and/or
				prevent problems, as well as mitigating
				existing problems.
			Envisioning Sustainab	
			Futures literacy	considering alternative sustainable futures
			,	and identifying the steps needed to
				achieve them.
			Adaptability	managing complex challenges and making
				decisions about the future in the face of
				risk and uncertainty.
			Exploratory thinking	connecting different disciplines and
				experimenting with new ideas and
-			Auto f C i i	methods.
			Acting for Sustaina	1
			Political agency	identifying responsibility or lack thereof
				for sustainability in policy and demand effective policies for sustainability.
			Collective action	acting for change in collaboration with
			Collective action	others.
			Individual initiative	identifying and acting on one's own
				sustainability potential