



Syllabus for Sustainable Development Assessment Grid



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| Mark | Denominator | Grade | Competencies | The student demonstrates <u>excellent</u> knowledge, comprehension or skill (as appropriate) in: |
|---|-------------|-------|------------------------|--|
| Embodying Sustainability Values | | | | |
| 9.0 - 10 | Excellent | A | Valuing sustainability | critically assessing personal values and 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. |
| Embracing 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. |
| Envisioning Sustainable 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. |
| Acting for Sustainability | | | | |
| | | | 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 very good knowledge, comprehension or skill (as appropriate) in: |
|---|-------------|-------|------------------------|--|
| Embodying Sustainability Values | | | | |
| 8.0 – 8.9 | Very Good | B | Valuing sustainability | critically assessing personal values and 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. |
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| | | | 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. |
| Acting for Sustainability | | | | |
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| | | | Collective action | acting for change in collaboration with others. |
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|---|-------------|-------|------------------------|--|
| Embodying Sustainability Values | | | | |
| 7.0 – 7.9 | Good | C | Valuing sustainability | critically assessing personal values and 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. |
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|---|--------------|-------|------------------------|--|
| Embodying Sustainability Values | | | | |
| 6.0 – 6.9 | Satisfactory | D | Valuing sustainability | critically assessing personal values and 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. |
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| | | | 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 |
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| Mark | Denominator | Grade | Competencies | The student demonstrates <u>sufficient</u> knowledge, comprehension or skill (as appropriate) in: |
|---|-------------|-------|-----------------------|--|
| Embodying Sustainability Values | | | | |
| 5.0 – 5.9 | Sufficient | E | 5.0 – 5.9 | critically assessing personal values and 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. |
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| Mark | Denominator | Grade | Competencies | The student demonstrates failed/weak knowledge, comprehension or skill (as appropriate) in: |
|---|-------------|-------|-----------------------|--|
| Embodying Sustainability Values | | | | |
| 3.0 – 4.9 | Failed/Weak | F | 5.0 – 5.9 | critically assessing personal values and how they align with sustainability values |
| | | | Supporting fairness | assessing equity and justice from all perspectives |
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|---|------------------|-------|-----------------------|--|
| Embodying Sustainability Values | | | | |
| 0 – 2.9 | Failed/Very Weak | FX | 5.0 – 5.9 | critically assessing personal values and how they align with sustainability values |
| | | | Supporting fairness | assessing equity and justice from all perspectives |
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