

## Sustainability Challenge Rubric

| Topic   | Novice-1  | Apprentice-2   | Advanced-3  | Expert-4  | Score |
|---|---|--|---|---|-------|
| <p><b>Green Spaces</b><br/>(composting/Rain Barrels/garden)</p> | <p>Maintains a school garden or green space or visits one, such as the Coppel Community Garden or Coppel Nature Park. At least one grade level participates in TEKS-aligned lessons within the green space.</p> | <p>Maintains a school garden or green space. Students participate in the maintenance of the green space. Students from multiple grade levels utilize the garden or green space for TEKS-aligned lessons.</p> | <p>Maintains a school garden or green space used as an outdoor learning space for at least one grade level or subject area for TEKS-aligned lessons. Composts and uses compost in the garden. Has at least 1 rain barrel or cistern installed that is used to water the garden. Students participate in the maintenance of the green space or garden.</p> | <p>Maintains a school garden or green space that serves as an outdoor learning space for many grade levels and subject areas for TEKS-aligned lessons. Garden maintenance includes environmentally friendly practices. Makes compost and uses compost in the garden. Has two or more rain barrels or a cistern installed and used to water the garden. Students and teachers regularly participate in the maintenance of the green space or garden. Some of the produce grown is used to feed people and is featured in the school cafeteria. Students design healthy meals or recipes using produce from the garden. Seeds are harvested so they may be planted the following year. May have a seed library for community checkout. Students educate community members about the benefits of garden-grown produce.</p> |       |

| Topic                | Novice-1   | Apprentice-2   | Advanced-3  | Expert-4   | Score |
|----------------------|--|--|---|--|-------|
| <p><b>Energy</b></p> | <p>Has an active student group or club dedicated to the regular monitoring of electricity use within the building so the campus reduces electricity use when it is not needed.</p> | <p>Has an active student group or club dedicated to the regular monitoring of electricity use within the building so that the campus reduces electricity use when not needed. The club collects energy use data.</p> | <p>Has an active student group or club dedicated to the regular monitoring of electricity use within the building so that the campus reduces electricity use when not needed. The club collects energy use data.<br/>Communication about the need for energy conservation in homes and businesses is shared with the community.</p> | <p>Has an active student group or club dedicated to the regular monitoring of electricity use within the building so that the campus reduces electricity use when not needed. The club collects and analyzes energy use data and adjusts their practices to improve effectiveness.<br/>Communication about the need for energy conservation in homes and businesses is shared with the community.<br/>The school installs and/or educates community about energy saving equipment, such as solar panels, wind turbines, dimmers, motion sensors and/or energy efficient bulbs to reduce electricity use.<br/>The campus sets their temperature at 1 degree higher than the district default temperature in summer and 1 degree colder than the district default in the winter to save electricity.</p> |       |

| Topic                       | Novice-1  | Apprentice-2   | Advanced-3  | Expert-4  | Score |
|-----------------------------|---|--|---|---|-------|
| <p><b>CO2 Emissions</b></p> | <p>Students are taught about CO<sub>2</sub> emissions: what causes them, how they impact our environment, and what can be done to reduce or prevent them.</p> | <p>The school communicates actively with parents and students about techniques that can be used to reduce CO<sub>2</sub> emissions. A student group takes action to reduce CO<sub>2</sub> emissions such as posting signs in the parent loop to encourage parents to turn off their engines while waiting in line, strategizing more efficient movement of cars through the car parent loop to avoid idling time, etc.</p> | <p>The school communicates actively with parents and students about techniques that can be used to reduce CO<sub>2</sub> emissions. A student group takes action to reduce CO<sub>2</sub> emissions such as posting signs in the parent loop to encourage parents to turn off their engines while waiting in line, strategizing more efficient movement of cars through the car parent loop to avoid idling time, etc. The school has regular “walk to school” days or other opportunities such as carpools or bus transportation to actively decrease the use of CO<sub>2</sub>-emitting vehicles.</p> | <p>The school communicates actively with parents and students about techniques that can be used to reduce CO<sub>2</sub> emissions. The school takes action to reduce CO<sub>2</sub> emissions as measured through data such as improved efficiency rates in traveling through the parent loop, or increased number of students traveling to and from school using means that reduce CO<sub>2</sub> emissions. Signs are posted in the parent loop to encourage parents to turn off their engines while waiting in line, carpool, etc. and why these changes are important. The school has regular “walk to school” or carpool days or other opportunities to decrease the use of CO<sub>2</sub>-emitting vehicles. Students actively educate the community about the benefits of carpooling, walking, biking, public transportation, and fuel-efficient vehicles in reducing CO<sub>2</sub> emissions.</p> |       |

| Topic                           | Novice-1  | Apprentice-2  | Advanced-3  | Expert-4  | Score |
|---------------------------------|---|---|---|---|-------|
| <p><b>Recycling (3 R's)</b></p> | <p>Recycle bins are clearly labeled, maintained, and are located next to trash cans in areas that are easy to access. Multiple types of items are recycled regularly.</p> | <p>Recycle bins are clearly labeled and are located next to trash cans in areas that are easy to access. Multiple types of items are recycled regularly. Students conduct a trash audit and collect data to indicate the percentage of recyclable items that have been placed in the trash. Students are involved in regularly emptying recycling bins.</p> | <p>Recycle bins are clearly labeled and are located next to trash cans in areas that are easy to access. Multiple types of items are recycled regularly. In addition to recycling paper, glass, plastic and cans, the campus actively seeks opportunities to recycle additional items, such as through TerraCycle. Students are involved in regularly emptying the recycling bins. Students conduct a trash audit and collect data to indicate the percentage of recyclable items that have been placed in the trash.</p> | <p>Recycling bins are clearly labeled and are located next to trash cans in areas that are easy to access. Multiple types of items are recycled regularly. Recycling is a part of the schools culture. In addition to recycling paper, glass, plastic and cans, the campus actively seeks opportunities to recycle additional items, such as through TerraCycle. The school sets designated times to collect electronics recyclables and drops them off at a collection site. Students are involved in regularly emptying the recycling bins. Students conduct a trash audit and collect data to indicate the percentage of recyclable items placed in the trash. Data from the trash audits taken at different times of the year indicate improvement as the campus works toward achieving goals. The campus has incorporated methods that reduce the use of paper and plastic, such as "trash free lunches" or paper free classrooms. Finds ways to "upcycle" or use recyclable material to produce something useful.</p> |       |

| Topic   | Novice-1   | Apprentice-2   | Advanced-3   | Expert-4  | Score |
|---|--|--|--|---|-------|
| <p><b>Alignment with the United Nations Sustainable Development Goals</b></p> | <p>One class, teacher, or student group activity pursues at least one of the UN Sustainable Development Goals.</p> | <p>A few classes or a few student groups actively pursue at least one of the UN Sustainable Development Goals.</p> | <p>Several classes or student groups actively work toward achievement of several of the UN Sustainable Development Goals</p> | <p>Active achievement of several of the UN Sustainable Development Goals as a part of the school's culture. The School educates the community about the importance of accomplishing the UN Sustainable Development Goals.</p> |       |
|   |  |  |  | <p><b>Total Score:</b></p>  |       |

**Comments:**