

## Guidance - Assessment Strategies: Rubrics linked to SDG competencies; advice on scope of assessment

This rubric assesses student work through authentic, real-world learning and **Education for Sustainable Development (ESD)**. Rather than evaluate knowledge acquisition and recollection, the rubric evaluates how students **define problems, apply professional practice, think critically and systemically, act ethically, and consider sustainability and community impact**. The criteria are drawn from **PBL, WIL, futures/systems thinking, interdisciplinary practice, values thinking, and service learning**, ensuring assessment aligns with both graduate capabilities and SDG-informed learning.

### Why use these criteria?

- **Problem Solving (PBL)** frames messy, real problems and develops workable responses, key to tackling SDG challenges.
- **Alignment with Industry Practice (WIL)** evaluates professional standards, tools, and decision-making, supporting ethical, employable practice.
- **Innovation (Futures & Systems Thinking)** rewards forward thinking and understanding of interconnections and unintended impacts, central to sustainable change.
- **Critical Thinking (Interdisciplinary)** values evidence-based judgement across perspectives, essential for complex social/environmental issues.
- **Personal Development (Values Thinking)** recognizes reflective growth and ethical reasoning, supporting responsible leadership and SDG-minded practice.
- **Sustainable Practice (Service Learning)**: assesses meaningful integration of sustainability and/or community benefit, directly operationalizing ESD.

### Instructions for lecturers

To apply the rubric, lecturers are advised to download the rubric template and follow the steps outlined below.

1. Mark based on evidence in the submission (and process artefacts if required), not the “type” of solution. Different approaches can score highly if justified.
2. Use the descriptors to judge depth and integration: higher bands show clear reasoning, strong execution, and coherent links between choices, stakeholders, and impacts.
3. Apply each criterion independently, then consider the overall quality across criteria for final judgement and feedback.
4. In feedback, point to the relevant band language and state one improvement move per criterion (e.g., stronger justification, clearer industry standard, deeper systems impact).

5. Where relevant, note which sustainability themes or SDGs the work addresses to reinforce the ESD connection.

Criteria	HD (100–90%)	DI (89-70%)	CR (69–60%)	PA (59–50%)	NS (49–0%)
<b>Problem Solving (PBL)</b>	Insightful diagnosis of problem; applies advanced strategies; solutions are comprehensive and well-justified.	Clear understanding of problem; applies appropriate strategies; solutions are mostly sound.	Basic understanding of problem; strategies partially effective; solutions lack depth.	Limited grasp of problem; strategies weak or incomplete; solutions poorly justified.	Minimal or no understanding of problem; ineffective or missing solutions.
<b>Alignment with Industry Practice (WIL)</b>	Exceeds industry standards; integrates authentic practices seamlessly.	Meets industry standards; integrates relevant practices with minor gaps.	Some industry relevance; integration inconsistent or superficial.	Weak connection to industry practice; minimal integration of industry norms.	No meaningful alignment with industry norms.
<b>Innovation (Futures &amp; Systems Thinking)</b>	Highly original approach; anticipates future trends; applies systems thinking holistically.	Creative approach; considers future trends; some systems perspective evident.	Limited originality in approach; occasional future or systems references.	Minimal creativity in approach; little evidence of future or systems thinking.	No innovation or forward thinking evident.
<b>Critical Thinking (Interdisciplinary Practice)</b>	Evaluates multiple perspectives deeply; synthesizes insights across disciplines.	Considers diverse views; makes clear, reasoned judgments.	Basic analysis; limited cross-disciplinary synthesis.	Narrow or shallow analysis; lacks interdisciplinary insight.	No critical engagement; superficial or flawed reasoning.
<b>Personal Development (Values Thinking)</b>	Demonstrates profound self-awareness; articulates clear values-driven growth.	Shows insightful reflective growth; connects values to actions.	Some evidence of self-reflection; values connection unclear.	Minimal reflection; weak link between values and actions.	No evidence of self-awareness or values integration.
<b>Sustainable Practice (Service Learning)</b>	Integrates sustainability principles comprehensively; actions create meaningful community impact.	Applies sustainability principles effectively; some community impact.	Partial application of sustainability; limited impact.	Minimal sustainability consideration; negligible impact.	Ignores sustainability principles; no community relevance.