The course will include the following Assessment and Feedback Types:

• **DIAGNOSTIC ASSESSMENT:** The familiarity of the students with the contents of the course and their personal expectations for the course will be documented through a questionnaire. This individual exercise will be accompanied by a joint and critical revision of the syllabus, learning outcomes and assessment rubrics of the course. The objective of this diagnostic assessment is to:
1) Generate a shared understanding and agreement on the key learning components of the course
2) Introduce or reinforce aspects of the course that the students consider particularly relevant and
3) Increase the skills of the students for self and peer assessment as a key precondition for lifelong learning and for a more effective progress in the course.

• **FORMATIVE ASSESSMENT:** This assessment will be based on the FORMATIVE FEEDBACK provided by Teachers and Peers during the review of exercises and partial assignments. The Learning Outcomes and Assessment Rubrics of the course will inform this feedback. The formative assessment and delivery of feedback will also take place in open and informal discussions with peers and teachers as well as during the individual or team tutoring sessions with teachers. In the reviews, all the students and teams will be invited to give feedback to their peers. These reviews will include a final wrap-up in which the students or teams will summarize their peer and self-feedback to activate a final discussion. This exercise should help to distillate the most relevant discussed issues, to interconnect all the feedback provided by/to the different teams and to avoid that the teams or individuals concentrate just in their own work and do not benefit from the group dynamics. This assessment will include also the self/peer/teacher assessment of transversal or soft skills (LO 0.1, 0.2, 0.3, 0.4 and 0.5) in order to let the students understand the importance of these skills and invite them to work on them during the course

• **SUMMATIVE AND FINAL ASSESSMENT:** The final works will synthetize all the work produced during the course and will be assessed (Grading Scale: 0-5) by the responsible teacher with the possible advice of external experts. The assessment will be based on the level of achievement of the intended learning outcomes according to the agreed ASSESSMENT RUBRICS, the level of understanding of the course contents and the capacity to generate consistent, innovative and well-presented proposals. In addition, the critical, effective and constructive participation in the discussions of the course will be positively valued. The students will also be invited to make a final exercise of PEER AND SELF ASSESSMENT using the same Table of ASSESSMENT RUBRICS. The final assessment will also include the self/peer/teacher assessment of transversal or soft skills (LO 0.1, 0.2, 0.3, 0.4 and 0.5) in order to let the students understand the importance of these skills for further studies, professional work and lifelong learning.

In general the following criteria will be used for assessing the achievement of the expected Learning Outcomes: 1: Basic work with major shortcomings / 2: Basic work with some shortcomings / Good work with minor shortcomings / Very good work with no gaps or shortcomings / 5: outstanding, deep and highly innovative work.

However, the following tables display the Tables of Rubrics with the specific criteria that will be used to assess the level of achievement of Learning Outcomes (tables1, 2 and 3) and the Assessment Methods that will be used in the course (table 4)

SELF & PEER ASSESSMENT + CRITERIA & RUBRICS

MAR-E1025/USP-362 Green Area Planning / Urban Green Systems (Juanjo Galan (Dept. Architecture, Aalto University))

Table 1. TRANVERSAL LEARNING OUTCOMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
LO 0.1: Critical & Conceptual Thinking	No personal understanding of the concepts studied or used in the course	Sufficient but uncritical understanding of the concepts studied or used in the course	Good understanding of the concept studied in the course and identification of their limitations, gaps or inconsistencies	Formulation of key conceptual questions and potential answers after understanding the limitations or gaps in the studied concepts	Development of new or advanced conceptual frameworks on the base of a deep understanding of the studied concepts
LO 0.2: Empathy and Collaborative capacities	Disconnection from the discussions and learning processes developed during the course. Very low interest in receiving and producing feedback and in responding to the social environment of the course	Sufficient involvement in the discussions and learning processes developed in the course. Sufficient interest in providing and receiving feedback and in responding to the social environment of the course	Good and productive involvement in the discussions and learning processes developed in the course. Good interest in providing and receiving feedback and in responding to the social environment of the course	High level of involvement in the discussions and learning processes developed in the course. Good understanding of the learning processes and skills of peers and high capacity to provide and receive solid and constructive feedback and to respond to the social environment of the course	Exceptional level of involvement in the discussions and learning processes developed in the course. Deep understanding of the learning processes and skills of peers and very high capacity to provide and receive solid and constructive feedback and to respond to the social environment of the course
LO.03: Self-management	Very low to set personal objectives, to define a personal work plan and to adjust it in response to the development of the course. Very low capacity for effective time management	Low or sufficient capacity to set personal objectives, to define a personal work plan and to adjust it in response to the development of the course. Low or sufficient capacity for effective time management	Good capacity to set personal objectives, to define a personal work plan and to adjust it in response to the development of the course. Good capacity for effective time management	High capacity to set personal objectives, to define a personal work plan and to adjust it in response to the development of the course. High capacity for effective time management	Excellent capacity to set personal objectives, to define a personal work plan and to adjust it in response to the development of the course. Exceptional capacity for effective time management
LO.04: Capacities for Communication	Very low capacity to transmit information graphically, textually and orally. Low or sufficient capacity to engage with the audience and to adapt the provided information to the targeted audience	Low or sufficient capacity to transmit information graphically, textually and/or orally. Low or sufficient capacity to engage with the audience and to adapt the provided information to the targeted audience	Good capacity to transmit information graphically, textually and/or orally. Adequate capacity to engage with the audience and to adapt the provided information to the targeted audience	High capacity to transmit information graphically, textually and/or orally. High capacity to engage with the audience and to adapt the provided information to the targeted audience	Excellent capacity to transmit information graphically, textually and orally. Exceptional capacity to engage with the audience and to adapt the provided information to the targeted audience
LO.05: Capacity for Self & Peer assessment	Very low capacity to develop solid and reliable peer and self-assessment informed by the provided rubrics. No interest or capacity to generate new assessment criteria and rubrics on the base of a critical reflection about the key goals and results of the course	Low or average capacity to develop solid and reliable peer and self-assessment informed by the provided rubrics. Low interest or capacity to generate new assessment criteria and rubrics on the base of a critical reflection about the key goals and results of the course	Good capacity to develop solid and reliable peer and self-assessment informed by the provided rubrics. Incipient capacity to generate new assessment criteria and rubrics on the base of a critical reflection about the key goals and results of the course	High capacity to develop solid and reliable peer and self-assessment informed by the provided rubrics. Sufficient capacity to generate new assessment criteria and rubrics on the base of a critical reflection about the key goals and results of the course	Excellent capacity to develop solid and reliable peer and self-assessment informed by the provided rubrics. Good capacity to generate new assessment criteria and rubrics on the base of a critical reflection about the key goals and results of the course
LO.06 Multidisciplinary Thinking	Low capacity to absorb and use knowledge coming from other academic or professional disciplines and to generate new ideas in the intersections between them	Basic capacity to absorb and use knowledge coming from other academic or professional disciplines and to generate new ideas in the intersections between them	Good capacity to absorb and use knowledge coming from other academic or professional disciplines and to generate new ideas in the intersections between them	High capacity to absorb and use knowledge coming from other academic or professional disciplines and to generate new ideas in the intersections between them	Excellent capacity to absorb and use knowledge coming from other academic or professional disciplines and to generate new ideas in the intersections between them
LO.07 Systems Thinking	Low capacity to consider and use the interactions between different elements or components of a complex system (e.g. City or ecosystem)	Basic capacity to consider and use the interactions between different elements or components of a complex system (e.g. City or ecosystem)	Good capacity to consider and use the interactions between different elements or components of a complex system (e.g. City or ecosystem)	High capacity to consider and use the interactions between different elements or components of a complex system (e.g. City or ecosystem)	Excellent capacity to consider and use the interactions between different elements or components of a complex system (e.g. City or ecosystem)

Table 2. GENERAL LEARNING OUTCOMES	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
LO 1.1. Capacity to identify and integrate in planning the key spaces and functions of urban green-blue infrastructures and their associated ecosystem services.	Low capacity to develop basic proposals and to use existing knowledge and analytical/planning methods	Sufficient capacity to develop basic proposals and to use existing knowledge and analytical/planning methods	Good capacity to develop consistent and well-reasoned proposals. Adequate use of existing knowledge and of existing analytical or planning tools	High capacity to develop consistent and well-reasoned proposals. Consistent use of existing knowledge and exploration of new conceptual and methodological frameworks	Excellent capacity to develop creative, innovative and consistent proposals. Critical and highly reflective use of existing knowledge and formulation of new conceptual or methodological frameworks
LO 1.2. Competence for developing basic independent research on the topic of the course.	Low capacity to discuss critically about the studied concepts and to identify the key lines of thinking in the studied field	Sufficient capacity to discuss critically about the studied concepts and to identify the key lines of thinking in the studied field	Good capacity to discuss critically about the studied concepts and to connect the produced work with the key lines of thinking in the studied field	High capacity to discuss critically about the studied concepts and to connect the produced work with the key lines of thinking in the studied field	Excellent capacity to discuss critically about the studied concepts and to connect the produced work with the key lines of thinking in the studied field
LO 1.3. Understanding of the global and expanding role of landscape architecture, its potential contribution in complex and multidisciplinary challenges as well as the importance of regional or local conditions in landscape planning processes.	Low capacity to connect the studied concepts and produced proposals with global and multidisciplinary challenges	Sufficient capacity to connect the studied concepts and produced proposals with global and multidisciplinary challenges	Good capacity to connect the studied concepts and produced proposals with global and multidisciplinary challenges	High capacity to connect the studied concepts and produced proposals with global and multidisciplinary challenges	Excellent capacity to connect the studied concepts and produced proposals with global and multidisciplinary challenges

Table 3. SPECIFIC LEARNING OUTCOMES (2019)	**GRADE 1**	**GRADE 2**	**GRADE 3**	**GRADE 4**	**GRADE 5**
LO 2.1. Competence for the systematic analysis, definition, improvement and management of GREEN-BLUE INFRASTRUCTURES (GBI) in different urban contexts and use of the concept as a tool for Sustainable Green Area Planning and Sustainable Urban Planning.	Low capacity to apply the Green-Blue Infrastructure concept in Sustainable Green Area Planning and Urban Planning. Weak use of existing conceptual and methodological frameworks	Sufficient capacity to apply the Green-Blue Infrastructure concept in Sustainable Green Area Planning and Urban Planning. Basic use of existing conceptual and methodological frameworks	Good capacity to apply the Green-Blue Infrastructure concept in Sustainable Green Area Planning and Urban Planning. Consistent use of existing conceptual and methodological frameworks	High capacity to apply the Green-Blue Infrastructure concept in Sustainable Green Area Planning and Urban Planning. Exploration of new conceptual and methodological approaches to the concept	Excellent capacity and innovative methodological or conceptual approach to the use the Green-Blue Infrastructure concept in Sustainable Green Area Planning and Urban Planning
LO 2.2. Competence for the systematic analysis, definition, improvement and management of ECOSYSTEM SERVICES (ESS) in different urban contexts and use of the concept as a tool for Sustainable Green Area Planning and Sustainable Urban Planning.	Low capacity to apply the Ecosystem Services concept in Sustainable Green Area Planning and Urban Planning. Weak use of existing conceptual and methodological frameworks	Sufficient capacity to apply the Ecosystem Services concept in Sustainable Green Area Planning and Urban Planning. Basic use of existing conceptual and methodological frameworks	Good capacity to apply the Ecosystem Services concept in Sustainable Green Area Planning and Urban Planning. Consistent use of existing conceptual and methodological frameworks	High capacity to apply the Ecosystem Services concept in Sustainable Green Area Planning and Urban Planning. Exploration of new conceptual and methodological approaches to the concept	Excellent capacity and innovative methodological or conceptual approach to the use the Ecosystem Services concept in Sustainable Green Area Planning and Urban Planning
LO 2.3. Competence for using urban-nature system in the SUSTAINABLE improvement of URBAN METABOLISMS (UM) and use of the latest concept as a tool for Sustainable Green Area Planning and Sustainable Urban Planning.	Low capacity to apply the Urban Metabolism concept in Sustainable Green Area Planning and Urban Planning. Weak use of existing conceptual and methodological frameworks	Sufficient capacity to apply the Urban Metabolism concept in Sustainable Green Area Planning and Urban Planning. Basic use of existing conceptual and methodological frameworks	Good capacity to apply the Urban Metabolism concept in Sustainable Green Area Planning and Urban Planning. Consistent use of existing conceptual and methodological frameworks	High capacity to apply the Urban Metabolism concept in Sustainable Green Area Planning and Urban Planning. Exploration of new conceptual and methodological approaches to the concept	Excellent capacity and innovative methodological or conceptual approach to the use the Urban Metabolism concept in Sustainable Green Area Planning and Urban Planning
LO 2.4. Competence to COMBINE and INTEGRATE the key concepts of the course (GBI, ESS and UM) in a conceptual framework supporting sustainable transitions in cities and specific urban areas/fabrics.	Low connection and combined use of the key concepts used in the course in Sustainable Planning	Basic connection and combined use of the key concepts used in the course in Sustainable Planning	Good connection and combined use of the key concepts used in the course in Sustainable Planning	Deep connection between the key concepts of the course and integration of those concepts in a conceptual model supporting Sustainable Planning	Excellent connection between the key concepts of the course and integration of those concepts in an innovative conceptual model supporting Sustainable Planning
LO 2.5. Competence for CONNECTING the key concepts of the course (GBI, ESS and UM) with other key concepts or methods in green area planning or city/urban planning (e.g. Green types, Urban fabric types, governance and participation, etc.)	Low connection between the key concepts of the course and other key concepts or methods used in green area planning or city/urban planning	Basic connection between the key concepts of the course and other key concepts or methods used in green area planning or city/urban planning	Good connection between the key concepts of the course and other key concepts or methods used in green area planning or city/urban planning g	High connection between the key concepts of the course and other key concepts or methods used in green area planning or city/urban planning	Excellent connection between the key concepts of the course and other key concepts or methods used in green area planning or city/urban planning
LO 2.6. Capacity to integrate MANAGEMENT AND TEMPORAL ISSUES in the development of Green-Blue Infrastructures	Low consideration of temporal and management issues	Basic consideration of temporal and management issues	Good consideration of temporal and management issues	High consideration of temporal and management issues	Excellent consideration of temporal and management issues
LO 2.7. Capacity to develop potential SCENARIOS AND SPECULATE ABOUT THE FUTURE role of Urban Green-Blue Infrastructures	No exploration of future scenarios and new possibilities for Green-Blue Infrastructures	Low exploration of future scenarios and new possibilities for Green-Blue Infrastructures	Basic exploration of future scenarios and new possibilities for Green-Blue Infrastructures	Good and creative exploration of future scenarios and new possibilities for Green-Blue Infrastructures	Excellent and innovative exploration of future scenarios and new possibilities for Green-Blue Infrastructures
LO 2.8. Capacity to INTEGRATE DIFFERENT SUSTAINABILITY DIMENSIONS (e.g. environmental, social, economic) and explore their interconnections in Green-Blue Infrastructures)	No integration of different sustainability dimensions	Low integration of different sustainability dimensions	Basic integration of different sustainability dimensions	Good and explorative integration of different sustainability dimensions	Deep and innovative integration of different sustainability dimension
LO 2.9. Capacity to COMMUNICATE GRAPHICALLY, IN TEXT AND ORALLY the proposals produced during the course	Low capacity to transmit information graphically, textually and orally.	Basic capacity to transmit information graphically, textually and/or orally.	Good capacity to transmit information graphically, textually and/or orally using conventional methods	High capacity to transmit information graphically, textually and/or orally exploring new methods	Excellent capacity to transmit information graphically, textually and orally using innovative, synthetic and engaging methods

Table 4: Assessment Methods	Exercise or Assignment	Weight in the PART	Assessed Learning Outcomes	Peer-Self Assessment / Pedagogical actions	Main Function of the Assessment
TRANSVERSAL SKILLS **At the beginning of the course**	Personal self-assessment	No weight	Personal pre-diagnosis: LO 01, 02, 03, 04, 05, 06, 07	Self-diagnostic assessment. This information will be confidential and will help each student to evaluate her/his progress during the course	DIAGNOSTIC
GENERAL AND SPECIFIC LEARNING OUTCOMES OF THE COURSE	Preliminary self/assessment	No weight	Diagnostic Self-Assessment of Learning Outcomes: LO 1.1, 1.2, 1.3; LO 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9	Self-diagnostic assessment. This information will be confidential and will help each student to evaluate her/his progress during the course	DIAGNOSTIC
	Assignment 1	5% (10% for USP students)	• LO 1.1, 2.9	GROUP WORK: Peer & Self-Assessment LO2.3	FORMATIVE
	Assignment 2	30% (both for MAR and USP students)	• LO 1.1, 2.1, 2.2, 2.3, 2.4, 2.5	GROUP WORK: Peer & Self-Assessment LO2.2	FORMATIVE
	Assignment 3	20% (30% for USP students)	• LO 1.1, 2.1, 2.2, 2.3, 2,4, 2.5, 2.6, 2.7, 2,8, 2.9	GROUP WORK: Peer & Self-Assessment LO2.1	FORMATIVE
	Assignment 4	20% (only MAR students)	• LO 1.1. 2.1, 2.2, 2.3, 2,4, 2.5, 2.6, 2.7, 2,8, 2.9	GROUP WORK: Peer & Self-Assessment LO2.1	FORMATIVE
	FINAL Assignment	20% (25% for USP students)	• LO 1.1, 1.2, 1.3 • LO 2.1, 2.2, 2.3, 2,4, 2.5, 2.6, 2.7, 2.8, 2.9	GROUP WORK: Peer & Self-Assessment LO2.1+LO2.2+LO2.3 (Peer Assessment 20%, Self-Assessment 10%, Teachers-Assessment 70 % of grade)	INTEGRATIVE & SUMMATIVE
TRANSVERSAL SKILLS **At the end of the course** **(5% of final grade)**	Questionnaire	5% and possible bonus of +0,5 points for students contributing significantly to public reviews and discussions	LO 01, 02, 03, 04, 05, 06, 07	Self-Assessment (15%) Peer Assessment (25%) Teacher Assessment (60%)	INTEGRATIVE & SUMMATIVE