

Clarendon College

Core Assessment Plan and Guidelines

(2014-2015)

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Introduction

In order to assure that the highest quality of instruction is available to its students, Clarendon College engages in assessment activities for its academic courses and departments, core curriculum, and workforce programs. These assessments are completed annually, with the results being used to direct improvements in instruction for the following year. Each department also completes an annual evaluation of its assessment process and the entire assessment process itself is periodically reviewed to ensure that each assessment that is conducted is done so in an efficient manner, includes relevant data, and adheres to institutional requirements. This manual includes Clarendon College's Principles of Assessment, a copy of the Core Assessment Plan that was submitted to the Texas Higher Education Coordinating Board in November 2013, and resources for the assessment of core courses such as rubrics for each core objective, the Association of American Colleges & Universities VALUE rubrics that these were adapted from, and the core course assessment plan template.

Reason for the Core Assessment Plan

The **Texas Higher Education Coordinating Board (THECB)** has mandated that every Texas core curriculum course align with **21st Century Skills** by Fall 2014. The new Texas Core Curriculum will be "centered on increasing student learning and improving student success." Each institution is granted the authority to choose how to ensure their institution's courses align with the new THECB mandates. As a result, Clarendon College developed a process for approving each course to be included in the Fall 2014 core curriculum and for any future core curriculum course considerations.

The Core Assessment Process

Once the core curriculum courses have been approved by CC's Curriculum Committee and the THECB, the core curriculum courses will undergo an institutional evaluation process once every year. This evaluation will be conducted at the course level with statistical analysis performed on all core courses from those assessment results.

Inclusion of courses into the core curriculum

Program coordinators or other appropriate staff submit a course for core curriculum consideration by submitting an assessment plan indicating how the course will meet the core objectives identified by the THECB for the appropriate Foundational Component Area. The plan will include identification of specific course activities to be used by all instructors to assess the objectives.

Core objective rubrics

A set of core objective assessment rubrics to be used by all faculty was developed for each of the six core objectives identified by the THECB. The rubrics were developed from the value rubrics created by the [Association of American Colleges and Universities](#).

Master syllabi

To be considered for inclusion in the core curriculum, a course's master syllabus must include all of the

core objectives and learning outcomes approved by the THECB. It must also include the specific activities to be used in assessing each core objective and learning outcome.

Juried Reviews

Juried reviews are to be completed by instructors in identified courses to determine if activities will be assessed similarly. *(Have English department and Government departments do this since they have numerous instructors.)*

Implementation of assessments

If a course is approved by CC's Curriculum Committee and the THECB for inclusion in Clarendon College's Core Curriculum, program coordinators coordinate efforts so all instructors teaching the same course will assess each student using the same activities and the same core objective rubrics. Those results along with appropriate archival samples from each course will be submitted to the program coordinator. Once program coordinators collect all data for each course, the data is submitted to the Institutional Research department for statistical analysis.

Benchmarks

Definition: A benchmark is a standard or point of reference against which things may be compared or assessed. Your benchmark or target is what you will use to determine the degree to which you want a student to demonstrate a desired level of attainment for a core objective.

Sample Benchmark Information:

"70% of "Course Example" students will score a 3 (scale 1-5) or higher on the communication component category of an analytic rubric."

Program coordinators were responsible for setting the benchmarks for their respective core courses with the stipulations that:

- The benchmark chosen should be realistic, measurable, and attainable.
- If you only plan to measure a subset of students (e.g. random sample of 50 students across all sections), you need to identify this fact in the benchmark information box.

Evidence

The THECB requires that internal and external evidence be used in the formation of informed benchmarks/targets and Clarendon College will be asked to prove that both internal/external information was used in the formation of each core curriculum benchmark.

As a result, all of the available resources listed below were used by coordinators to establish the benchmarks that are used:

- **Internal** – Consider past department and program assessment results.
- **External** – Consider the results from the most recent administration of the Community College Survey of Student Engagement (CCSSE).
- **Updated Data** – Additional internal data (e.g. Graduate Student Survey results) and external data (e.g. THECB accountability reports) are available from the Vice President of Instruction's office and the Office of Institutional Planning, Research & Effectiveness.

Continual Improvement Process

Assessment involves a consistent improvement of processes. When appropriate, departments will submit updated Core Curriculum Assessment Plans with updated assignments, benchmarks, etc. based on assessment results

Principles of Assessment

1. Assessment is the process of:
 - a. identifying and defining core, program or department objectives and measurable outcomes (Student Learning Outcomes) that are tied to Clarendon College's mission statement;
 - b. developing assessment tools and instruments to measure the attainment of those outcomes including the establishing assessment criteria for each;
 - c. administering the assessment instruments and gathering the results;
 - d. analyzing the gathered results to determine the level of attainment for each outcome;
 - e. using the results to improve student learning, student success, and the services offered by Clarendon College by utilizing them to aid decision making, develop strategies, and direct planning efforts
2. Assessment is not for identifying the success or failure of a program or department but rather focuses on achieving continuous improvement in educational and administrative programs and educational support services.
3. Assessment results are used to evaluate the institution as a whole and individual departments and programs, and should not be used in the evaluation of faculty, administrative, or classified staff but rather to evaluate and improve the institution.
4. Assessment is an ongoing and collaborative process that involves Clarendon College administration, department or program directors and coordinators, faculty, staff, and if appropriate students.
5. Whenever possible, data used for assessment should come from existing assignments, surveys, or other performance measures that are already being used instead of developing additional tools or instruments specially created for outcomes assessment.
6. Each department or program will evaluate their assessment process each year and make changes or revisions to the process as needed.
7. The Office of Institutional Planning, Research and Effectiveness and the Institutional Effectiveness committee will evaluate the assessment process as a whole each year and will provide recommendations for changes or revisions as appropriate.

Submission of Core and Core Assessment Plan to the THECB

The [Texas Higher Education Coordinating Board \(THECB\)](#) has mandated that every Texas core curriculum course align with [21st Century Skills](#) by fall 2014. The new Texas Core Curriculum will be "centered on increasing student learning and improving student success." Each institution is granted the authority to choose how to ensure their institution's courses align with the new THECB mandates.

As a result, Clarendon College has created a Core Curriculum Assessment Plan to be completed for each course being considered for inclusion into the fall 2014-2015 core curriculum and for any future core curriculum course considerations. Each assessment plan must identify how the course will meet and assess the core objectives identified by the THECB for the foundational component area in which the course falls. The college has adopted rubrics for each core objective that will be used universally in all courses to assess the core. The rubrics are adapted from the LEAP rubrics.

Once the core curriculum courses have been approved by Clarendon College Curriculum Council and the THECB, the core curriculum courses will undergo an annual institutional evaluation process that assesses and submits program improvement strategies for all courses in the core in a three year cycle.

2014 Core Curriculum

- I. Course Selection Process for the Core Curriculum
 - A. December 7, 2012 – Curriculum Council Meeting to determine process.
 - B. December 17, 2012 – Administrative Council approval of process.
 - C. December 31, 2012- Core Curriculum Proposals
 - D. January 10, 2013 – Core Curriculum Workshop and Faculty Approval of Core
 - E. May 3, 2013 – Curriculum Council Meeting to approve core. Tabled for more discussion.
 - F. November 8, 2013 – Curriculum Council Meeting to approve core. Core approved.
- II. Core Objective Assessment Plan
 - A. The institution's process to determine the appropriate level of attainment of each Core Objective was connected to the program coordinator's
 - B. The institution's plan for assessment of each Core Objective includes the following items:
 - a. Assessment methods: Each Program Coordinator will select appropriate activities to measure the learner outcomes, which are connected to the Core Objective for the course. The core objectives will be measured by a rubric that has been adopted by the college. Each instructor will use the adopted rubrics to evaluate designated course activity/activities that measure the learning outcomes and core objectives for the course. All students will be assessed with the rubric. Program Coordinators will take the data that has been submitted from the instructors and send it to Institutional Research for compilation and reporting. Artifacts for each activity will be randomly collected by the Program Coordinator. To insure inter-reliability between instructors, the program coordinator will meet with instructors for juried reviews and training.
 - b. Criteria/Targets: The first year results of the core objectives will become the baseline measurement for setting target goals for improvement. The criteria for mastery will be

set after the first year of data collection which will be Fall 2015. Program coordinators will work with Institutional Research to determine an appropriate target goal based on the benchmark from the first year baseline data. Mastery will be compared to the target goal of 70 % attainment. Final decisions on target goals for attainment will be based on data analysis and recommendations from the Institutional Effectiveness Committee. All students in core courses will be assessed annually using the criteria and activities set by the Program Coordinators, which are connected to the Core Objective rubrics. The Institutional Effectiveness Committee will select courses for inclusion in the annual report. All courses will be assessed in a three year cycle.

- c. Analysis: The rubrics used for assessment of the Core Objectives will be entered into a spreadsheet that will disaggregate the data to show student mastery.
- d. Actions and Follow-up: Assessment results will be used for program improvement. Each program coordinator will submit annually to the Dean of Instruction an improvement plan that is based on the data collection.

III. Proposed Courses: The following tables lists Clarendon College’s proposed core courses and the core objectives for each.

Foundational Component Area	SCH	Core Objectives Required					
		CT	COM	EQS	TW	SR	PR
Communication	6	✓	✓		✓		✓
<p><i>Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills need to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</i></p> <p>ENGL 1302 or ENGL 2311 SPCH 1315, 1318, or 1321</p>							
Mathematics	3	✓	✓	✓			
<p><i>Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experiences.</i></p> <p>MATH 1314, 1332, 1324, 1342, 2320, 2413, or 2418</p>							
Life and Physical Sciences	6	✓	✓	✓	✓		
<p><i>Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.</i></p> <p>BIOL 1306, BIOL 1307, BIOL 1311, BIOL 1313, BIOL 2301, BIOL 2302, BIOL 2321 CHEM 1311 CHEM 1312, CHEM 2323, CHEM 2325 AGRI 1315</p>							

Foundational Component Area	SCH	Core Objectives Required					
		CT	COM	EQS	TW	SR	PR
Language, Philosophy & Culture	3	✓	✓			✓	✓
<p><i>Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experiences.</i></p> <p><i>Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.</i></p> <p>ENGL 2332, 2333 PHIL 1316, 1317 HIST 2311, 2312</p>							
Creative Arts	3	✓	✓		✓	✓	
<p><i>Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.</i></p> <p><i>Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.</i></p> <p>ARTS 1301, 1303 DRAM 1310, 1352, 2361, 2362, 2366 MUSI1306</p>							
American History	6	✓	✓			✓	✓
<p><i>Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.</i></p> <p><i>Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.</i></p> <p>HIST 1301, HIST 1302</p>							
Government/Political Science	6	✓	✓			✓	✓
<p><i>Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.</i></p> <p><i>Courses involve the analysis of governmental institutions, political behavior, civic engagement, and political and philosophical foundations.</i></p> <p>GOVT 2305, GOVT 2306</p>							
Social and Behavioral Sciences	3	✓	✓	✓		✓	
<p><i>Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.</i></p> <p><i>Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact of the individual, society, and culture.</i></p> <p>PSYC 2301, PSYC 2314, SOCI 1301, SOCI 1306, SOCI 2319 AGRI 2317 CRIJ 1301, CRIJ 1307 ECON 2301, ECON 2302</p>							

Foundational Component Area	SCH	Core Objectives Required					
		CT	COM	EQS	TW	SR	PR
Component Area Option	6	✓	✓				
<i>The Core Objectives required in the corresponding foundational component area apply to each course below:</i>							
Component Area Option 1	3	✓	✓		✓		✓
<i>ENGL 1301</i>							
Component Area Option 2	2	✓	✓	✓	✓		
<i>BIOL 1106, BIOL 1107, BIOL 1111, BIOL 1113, BIOL 2101, BIOL 2102, BIOL 2121 CHEM 1111, 1112, 2223, 2225</i>							
Component Area Option 3	1	✓	✓	✓		✓	
<i>EDUC/PSYC 1100</i>							

Assessment Resources

[Core Curriculum Assessment Planning Form](#) – used to submit request for core curriculum inclusion

[Core Curriculum Assessment Data Reporting Form](#) – used to input data for IR’s compilation and reporting

Component Area Core Course Assessment Template – to be used by component area department coordinators to assess student learning outcomes associated with each core objective for courses in the component area (including aggregated results for each course and disaggregated results for each location a course is taught).

[Communication](#)

[Mathematics](#)

[Life and Physical Sciences](#)

[Language, Philosophy and Culture](#)

[Creative Arts](#)

[American History](#)

[Government/Political Science](#)

[Social and Behavioral Sciences](#)

[Component Area Option 1 – ENGL 1301](#)

[Component Area Option 2 – Life and Physical Sciences Labs](#)

[Component Area Option 3 – EDUC/PSYC 1100](#)

Core Objectives Rubrics (adopted from the LEAP rubrics)

[Critical Thinking Skills](#)

[Communication Skills](#)

[Empirical & Quantitative Skills - non-Math courses](#)

[Empirical & Quantitative Skills - math courses](#)

[Teamwork](#)

[Social Responsibility](#)

[Personal Responsibility](#)

Direct Assessment Methods

Definition: A direct assessment is based on an analysis of student behaviors or products in which the students demonstrate how well they have mastered objectives or learning outcomes.

Direct assessment methods accurately evaluate the knowledge, skill, expertise, attitude, or behavior of each student. Direct assessment methods are not subjective and are not based solely on grades or participation. Direct assessment offers proof that learning or a change has occurred.

Direct Assessment Tools and Methods of Measurement

Direct assessment tools must be utilized for assessment unless measures are used where personal bias is impossible.

Some Examples of Direct Assessment Tools

- Team Evaluation Assessment
- Checklist
- Embedded Questions
- Pre-Post Test
- Rubric
- Juried Evaluation

In the instance of exams, personal bias is not possible. If exams are used as a method of measurement for a core objective or learning outcome, then the method must be consistently used across all course sections and/or variations, such as face to face, online, and dual credit.

Some Examples of Measurement by Exam

- Capstone Exam
- Competency Specific Exams
- Comprehensive Exams
- Locally Developed Exam
- Standardized Exam (State, National, etc.)

Samples of Activities/Measures that Can Be used for Direct Assessment

- Class Projects/Homework (individual or group)
- Clinical experiences
- Exhibitions
- Oral examination
- Online discussions
- Portfolios
- Presentations (individual or group)
- Project evaluations (individual or group)
- Research papers
- Service-Learning Projects/Experiences
- Simulations
- Speeches
- Writing samples
- Exams with embedded questions included in all course sections and/or variations

Rubric Guides for Each Core Objective

Communication Skills Rubric

Note: If you do not have students complete an oral presentation, ignore the last two criteria.

Points
Explanation of Points

Point Assessment				
90-100%	80-89%	70-79%	60-69%	0-59%
Excellent	Good	Competent	Marginal	Poor

COM - Focus:

The extent to which the content of the essay/presentation corresponds to the thesis statement.

Includes all elements that build upon the thesis	Includes all elements that effectively support the thesis	Has a clear thesis but one or two digressive or unsupportive elements	Involves a missing thesis and/or insufficient support	Involves a missing thesis, no support, and/or plagiarized evidence
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COM - Organization:

Order in which ideas are presented in support of the thesis statement.

Has an effectively creative pattern of development	Has a clear and consistent pattern of development	Has a few minor problems (missing transition, short introduction and/or conclusion, etc.)	Involves missing transitions, introduction, and/or conclusion	Rambles from one thing to another with no attempt at a consistent development
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CT - Assignment's Requirements:

Relates to what the instructor has set forth in the assignment.

Enhances the assignment	Responds clearly to the assignment	Meets the assignment's requirements	Ignores several requirements	Does not meet the majority of requirements
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COM - Style:

The way in which words and sentences are put together. It involves word choice, sentence structure, and tone appropriate for the situation.

Has a flair for style with sustained grammatical accuracy	Has an effective style for the rhetorical situation with few interfering sentence-level errors	Has an inconsistent style and/or sentence-level errors, but meaning is not compromised	Has an obstructive style and/or contains sentence-level errors that begin to divert the reader's attention	Has an offensive style and/or includes sentence-level errors that are glaring throughout the paper and meaning is lost
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Oral Presentation

CT - Vocal delivery:

Includes elements such as volume, variety, fluency, rate, pronunciation, articulation, and vocal pauses.

Is artful in the use of delivery and style	Is presented extemporaneously and conversationally without vocalized pauses (ie: um, er, like, you know)	Is presented extemporaneously with adequate vocal variety	Is stiff with little vocal variety	Is obviously unrehearsed in its delivery
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COM - Nonverbal:

Includes aspects such as eye contact, gestures, movement, vitality, facial expressions, and proper use of lectern and visual aids where appropriate.

Includes strong eye contact, uses mannerisms that enhance the speech, and appears spontaneous and natural	Has eye contact with the majority of the audience and mannerisms that enhance the speech	Has adequate eye contact and mannerisms that neither distract nor enhance	Is very dependent on notes and has some distracting mannerisms	Is read and mannerisms distract
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Critical Thinking Skills Rubric

		Point Assessment				
Percentage Earned		90-100%	80-89%	70-79%	60-69%	0-59%
Explanation		Excellent	Good	Competent	Marginal	Poor
CT - Inquiry: Examines the topic/matter through evidence, instructions, problems, tasks, etc.		Exceptional examination	Thorough examination	Accurate examination	Incomplete examination	No examination
CT - Analysis: Identifies and presents explanations of complex analysis OR identifies problem-solving methods		Exceptional explanations or problem-solving methods	Thorough explanations or problem-solving methods	Accurate explanations or problem-solving methods	Incomplete explanations or problem-solving methods	No explanation or problem-solving methods
CT - Synthesis: Identifies, organizes, and evaluates arguments OR presents connected ideas		Exceptional arguments OR well connected ideas	Thorough arguments OR obviously connected ideas	Accurate arguments OR connected ideas	Incomplete arguments OR weakly connected ideas	No arguments OR no connected ideas
CT - Product: The result produced by using evidence to form a coherent conclusion or the result produced by taking an innovative approach to a given task.		Uses the evidence to present exceptional conclusions, solutions, and/or products OR takes an innovative approach to present excellent conclusions, solutions, and/or products	Uses the evidence to present unambiguous conclusions, solutions, and/or products OR takes an innovative approach to present good conclusions, solutions, and/or products.	Uses the evidence to present mostly unambiguous conclusions, solutions, and/or products OR effectively presents conclusions, solutions, and/or products.	Somewhat uses the evidence to present unambiguous conclusions, solutions, and/or products OR takes a somewhat effective approach to present conclusions, solutions, and/or products	Does not use the evidence to present unambiguous conclusions, solutions, and/or products OR does not take an effective approach to present conclusions, solutions, and/or products.

Empirical and Quantitative Skills (Mathematics) Rubric

		Point Assessment				
		90-100%	80-89%	70-79%	60-69%	0-59%
Points	Explanation of Points	Excellent	Good	Competent	Marginal	Poor
EQS - Identification: The extent to which the understanding of the nature of the inquiry and the desired outcome(s) of analysis is indicated.	Completely and clearly identified	Clearly identified	Mostly identified	Somewhat identified	Not identified	
EQS - Assimilation: The extent to which the information required for analysis is assimilated and identified.	Values are correctly translated into variables and all necessary formulas are present.	Most values are correctly translated into variables and all necessary formulas are present.	Some values are correctly translated into variables and most necessary formulas are present.	Values are incorrectly translated into variables and some necessary formulas are present.	Values are incorrectly translated into variables and no necessary formulas are present.	
EQS - Analysis: The relevance of the steps taken toward achieving the desired outcomes, the logic and clarity within the presented methods, and the consistency and accuracy of the presented information.	All components are methodically scrutinized. Steps are logical and relevant. Proper tools/ technology used and well integrated into final product. Any notation is consistent and well defined.	All components are scrutinized. Steps are logical and relevant. Proper tools/ technology were used and mostly integrated into final product. Any notation is consistent and well defined.	All components are somewhat scrutinized. Steps are mostly logical and relevant. Proper tools/ technology mostly used and somewhat integrated into final product. Any notation is mostly consistent and defined.	Some components are scrutinized. Some steps are somewhat logical and relevant. Proper tools/ technology somewhat used but not integrated into final product. Any notation is somewhat consistent but not defined.	Most components are not scrutinized. Steps are illogical and/or irrelevant. Proper tools/ technology not used and/or integrated into final product. Any notation is not consistent and not defined.	
EQS - Presentation: The point at which a clear conclusion and/or supplemental materials (e.g. graphs, pictures, etc.) are presented	Concise summary of the analysis is presented. Information is correct, of high quality, and easy to understand. All visual representations of evidence are well-scaled and well represent the analysis findings.	Good summary of the analysis is presented. Information is correct, of good quality, and easy to understand. Most visual representations of evidence are well-scaled and well represent the analysis findings.	A summary of the analysis is presented. Information is mostly correct, of good quality, and easy to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings.	A partial summary of the analysis is presented. Information is somewhat correct, of adequate quality and relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.	No summary of the analysis is presented or inadequately presented. Information is mostly incorrect, and/or of poor quality, and/or hard to understand. Few or no visual representations of evidence are acceptably scaled or represent the analysis findings.	
EQS - Application: The extent to which the results of analysis are applied to answer or address the hypothesis or problem.	Coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.	Coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.	Coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.	Integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.	Integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.	

Empirical and Quantitative Skills Rubric (non-Mathematics)

		Point Assessment				
		90-100%	80-89%	70-79%	60-69%	0-59%
Points	Explanation of Points	Excellent	Good	Competent	Marginal	Poor
EQS - Identification: The extent to which the understanding of the nature of the inquiry and the desired outcome(s) of analysis is indicated.		Completely and clearly identified the purpose, components, and variables of the project	Clearly identified the purpose, components, and variables of the project	Mostly identified the purpose, components, and variables of the project	Somewhat identified the purpose, components, and variables of the project	Did not identify the purpose, components, and variables of the project
EQS - Assimilation: The extent to which the information required for analysis is assimilated and identified.		The information that is required for an analysis of all investigative components is clearly evident.	The information that is required for an analysis of all investigative components is evident.	The information that is required for an analysis of all investigative components is mostly evident.	The information that is required for an analysis of all investigative components is somewhat evident.	The information that is required for an analysis of all investigative components is not evident.
EQS - Analysis: The relevance of the steps taken toward achieving the desired outcomes, the logic and clarity within the presented methods, and the consistency and accuracy of the presented information.		All components are methodically scrutinized. Steps are logical and relevant. Proper tools/ technology used and well integrated into final product. Any notation is consistent and well defined.	All components are scrutinized. Steps are logical and relevant. Proper tools/ technology were used and mostly integrated into final product. Any notation is consistent and well defined.	All components are somewhat scrutinized. Steps are mostly logical and relevant. Proper tools/ technology mostly used and somewhat integrated into final product. Any notation is mostly consistent and defined.	Some components are scrutinized. Some steps are somewhat logical and relevant. Proper tools/ technology somewhat used but not integrated into final product. Any notation is somewhat consistent but not defined.	Most components are not scrutinized. Steps are illogical and/or irrelevant. Proper tools/ technology not used and/or integrated into final product. Any notation is not consistent and not defined.
EQS - Presentation: The point at which a clear conclusion and/or supplemental materials (e.g. graphs, pictures, etc.) are presented		Concise summary of the analysis is presented. Information is correct, of high quality, and easy to understand. All visual representations of evidence are well-scaled and well represent the analysis findings.	Good summary of the analysis is presented. Information is correct, of good quality, and easy to understand. Most visual representations of evidence are well-scaled and well represent the analysis findings.	A summary of the analysis is presented. Information is mostly correct, of good quality, and easy to understand. Most visual representations of evidence are acceptably scaled and represent the analysis findings.	A partial summary of the analysis is presented. Information is somewhat correct, of adequate quality and relatively easy to understand. Some visual representations of evidence are acceptably scaled and represent the analysis findings.	No summary of the analysis is presented or inadequately presented. Information is mostly incorrect, and/or of poor quality, and/or hard to understand. Few or no visual representations of evidence are acceptably scaled or represent the analysis findings.
EQS - Application: The extent to which the results of analysis are applied to answer or address the hypothesis or problem.		Coherent integration of all steps of the investigation lead to an accurate, complete, relevant conclusion that is relative to the initial investigative statement.	Coherent integration of all steps of the investigation lead to an accurate, mostly complete, relevant conclusion that is relative to the initial investigative statement.	Coherent integration of most steps of the investigation lead to an accurate, mostly complete, acceptable conclusion that is relative to the initial investigative statement.	Integration of most steps of the investigation lead to a somewhat accurate, partially complete conclusion that is relative to the initial investigative statement.	Integration does not include all steps of the investigation and does not lead to an accurate, nor complete conclusion that relates to the initial investigative argument.

Personal Responsibility Rubric

		Point Assessment				
Points		90-100%	80-89%	70-79%	60-69%	0-59%
Explanation of Points		Excellent	Good	Competent	Marginal	Poor
<p>PR - Inquiry: A close examination or interpretation of a matter.</p>		Able to analyze the inquiry	Able to express understanding of the inquiry	Able to identify the inquiry	Has difficulty describing the inquiry	Incorrectly identifies the inquiry
<p>PR - Connections: The use of research or content knowledge to enhance and clarify the argument/discussion.</p>		Connects the resources from more than two areas of study	Connects the resources from at least two areas of study	Connects the resources from at least one area of study	Little connection to knowledge of the content area made or little expression of a personal value made	Provides no connection to knowledge of the content area or fails to express a personal value
<p>PR - Response: The extent to which a meaningful, personal connection is made to the ethical dilemma.</p>		Provides excellent response that includes personal values	Provides good response that includes personal values	Provides an ethical response	Response is weak because of weak inquiry and/or limited connections	Response is poor due to lack of inquiry and connections

Social Responsibility Rubric

		Point Assessment				
		90-100%	80-89%	70-79%	60-69%	0-59%
Points	Explanation of Points	Excellent	Good	Competent	Marginal	Poor
<p>SR - Citizenship: A review of one's civic identity as it relates to the surrounding culture</p>	<p>Demonstrates a high understanding of the citizen's role in society by excellent participation and/or contributions.</p>	<p>Demonstrates some awareness of the citizen's role in society by some participation and/or contributions.</p>	<p>Demonstrates elementary awareness of the citizen's role in society and some reluctance to participate and/or contribute.</p>	<p>Demonstrates poor understanding of the citizen's role in society and ignores responsibility to participate and/or contribute.</p>	<p>Refuses to understand the citizen's role in society and to participate and/or contribute.</p>	
<p>SR - Social Justice: The treatment of others in a fair, nondiscriminatory and ethical manner.</p>	<p>Can effectively evaluate the issues of fairness, prejudice, discrimination, and ethical behavior AND/OR always treats others in a fair, non-discriminatory manner while demonstrating respect and value for cultural diversity and differences.</p>	<p>Demonstrates some ability to evaluate the issues of fairness, prejudice, discrimination, and ethical behavior AND/OR mostly treats others in a fair, non-discriminatory manner. Mostly demonstrates respect and values cultural diversity and differences.</p>	<p>Demonstrates limited ability to evaluate the issues of fairness, prejudice, discrimination, and ethical behavior AND/OR shows an elementary level of respect toward people of different backgrounds and lifestyles. Is willing to learn more about these issues.</p>	<p>Clearly cannot evaluate the issues of fairness, prejudice, discrimination, and ethical behavior AND/OR does not respect nor value cultural diversity and differences. Shows signs of treating others in a discriminatory manner. Is not aware of these behaviors or is not interested in learning more about these issues.</p>	<p>Refuses to address the issues of fairness, prejudice, discrimination, and ethical behavior AND/OR treats people with disrespect AND/OR is unfair and discriminatory to others who are different from self. Closed to new learning concerning the topic.</p>	
<p>SR - Ecology: The study of the relationships between living organisms with respect to each other and their natural environment. (when appropriate)</p>	<p>Demonstrates clear understanding of the larger ecological issues related to the interaction of people, environment, science and technology AND/OR demonstrates appreciation and caring for the environment.</p>	<p>Demonstrates some understanding of the larger ecological issues related to the interaction of people, environment, science and technology AND/OR demonstrates some appreciation and caring for the environment.</p>	<p>Demonstrates limited understanding of the larger ecological issues related to the interaction of people, environment, science and technology AND/OR demonstrates limited appreciation and caring for the environment.</p>	<p>Very narrow understanding of the larger ecological issues related to the interaction of people, environment, science and technology AND/OR absence of any demonstration of appreciation or caring for the environment.</p>	<p>Refuses to address ecological issues related to the interaction of people, environment, science and technology. Driven by selfish motives and immediate gratification AND/OR acts in ways that demonstrates contempt for the environment AND/OR acts in ways that harm the environment.</p>	

Teamwork Rubric

Points Explanation of Points	Point Assessment				
	90-100%	80-89%	70-79%	60-69%	0-59%
	Excellent	Good	Competent	Marginal	Poor
<p>TW - Contribution: The degree to which a student provides materials or skills that are integral to the group's ability to complete the given assignment.</p>	<p>Contributes work/ideas that are above the quality or quantity of work/ideas required OR takes the initiative to be a good leader by assisting in the delegation of group activities and guiding the group to assure that the end product is complete and of high quality. Engages in effective information sharing through the discussion of ideas, active listening, and takes strides to avoid monopolizing the group process. Accepts that all group members have a shared purpose and that alternative viewpoints are just as valid for consideration as one's personal ideas. Actively seeks ways to avoid or solve problematic situations within the group environment.</p>	<p>Exhibits a generally positive attitude toward the project, assigned tasks, and group members. Is interested in discussing ideas and listening to the ideas of others. Does not cause problematic situations within the group environment.</p>	<p>Exhibits an acceptable attitude toward the project, assigned tasks, and group members. Offers few ideas or can at times monopolize the sharing of ideas (too little or too much) and may not fully buy into alternative viewpoints. Does not cause problematic situations within the group environment.</p>	<p>Does not always exhibit an acceptable attitude toward the project, assigned tasks, and group members OR does not always effectively engage in information sharing/acknowledging a shared purpose. Causes some problems within the group environment.</p>	<p>Exhibits a hostile attitude toward the project, assigned tasks, and group members OR a hostile and/or know-it-all attitude during information sharing. Causes many problems within the group environment.</p>
<p>TW - Cooperation: The skills and attitudes necessary for successful group interaction and the successful formation of finalized ideas and plans of action in the group environment.</p>	<p>Exhibits a positive attitude toward the assigned project, all individually assigned tasks, and all group members. Engages in effective information sharing through the discussion of ideas, active listening, and takes strides to avoid monopolizing the group process. Accepts that all group members have a shared purpose and that alternative viewpoints are just as valid for consideration as one's personal ideas. Actively seeks ways to avoid or solve problematic situations within the group environment.</p>	<p>Exhibits a generally positive attitude toward the project, assigned tasks, and group members. Is interested in discussing ideas and listening to the ideas of others. Does not cause problematic situations within the group environment.</p>	<p>Exhibits an acceptable attitude toward the project, assigned tasks, and group members. Offers few ideas or can at times monopolize the sharing of ideas (too little or too much) and may not fully buy into alternative viewpoints. Does not cause problematic situations within the group environment.</p>	<p>Does not always exhibit an acceptable attitude toward the project, assigned tasks, and group members OR does not always effectively engage in information sharing/acknowledging a shared purpose. Causes some problems within the group environment.</p>	<p>Exhibits a hostile attitude toward the project, assigned tasks, and group members OR a hostile and/or know-it-all attitude during information sharing. Causes many problems within the group environment.</p>
<p>TW - Self Management: The manner in which a group member conducts his/her personal business.</p>	<p>Demonstrates an excellent work ethic by meeting all deadlines, prioritizing personal projects, and fully focusing on all assigned tasks.</p>	<p>Demonstrates a good work ethic by meeting all deadlines, prioritizing personal projects, and generally focusing on all assigned tasks.</p>	<p>Demonstrates a fair work ethic by meeting all final deadlines, prioritizing personal projects enough to meet the final deadline, and having enough focus to not distract other group members from the task at hand.</p>	<p>Demonstrates a deficiency in work ethic by either not meeting a deadline, showing poor prioritization that interrupts the group's ability to complete tasks, OR possesses a lack of focus that is distracting to others.</p>	<p>Did not meet any deadlines, hampered the group's ability to complete the overall project, and/or demonstrates no focus.</p>

Appendix A: Core Component Areas and Objectives

Foundational Component Area	SCH	Required Core Objectives			Optional Core Objectives		
		CT	COM	EQS	TW	SR	PR
Communication	6	●	●	○	●	○	●
<p>Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively.</p> <p>Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.</p>							
Mathematics	3	●	●	●	○	○	○
<p>Courses in this category focus on quantitative literacy in logic, patterns, and relationships.</p> <p>Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.</p>							
Life and Physical Sciences	6	●	●	●	●	○	○
<p>Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method.</p> <p>Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.</p>							
Language, Philosophy & Culture	3	●	●	○	○	●	●
<p>Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience.</p> <p>Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.</p>							
Creative Arts	3	●	●	○	●	●	○
<p>Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination.</p> <p>Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.</p>							
American History	6	●	●	○	○	●	●
<p>Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area.</p> <p>Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.</p>							
Government/Political Science	6	●	●	○	○	●	●
<p>Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas.</p> <p>Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.</p>							
Social and Behavioral Sciences	3	●	●	●	○	●	○
<p>Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human.</p> <p>Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.</p>							
Component Area Option	6	●	●	○	○	○	○
<p>a. A minimum of 3 SCH must meet the definition and corresponding Core Objectives specified in one of the foundational component areas</p> <p>b. As an option for up to 3 semester credit hours of the Component Area Option, an institution may select course(s) that:</p> <ul style="list-style-type: none"> (i) Meet(s) the definition specified for one or more of the foundational component areas; and (ii) Include(s) a minimum of three Core Objectives, including Critical Thinking Skills, Communication Skills, and one of the remaining Core Objectives of the institution's choice. 							

Appendix B: Core Curriculum Assessment Plan Template

Course Name:

Program Coordinator for this course:

Instructor in charge of master syllabus:

If you are the only instructor teaching this course, you are the one in charge of developing the master syllabus. If multiple instructors teach this course, a designated instructor is in charge of developing it. The Dean of Instruction can tell you who that person is.

Other instructors who teach this same course:

Is this course to be considered as part of the core curriculum? **Yes** **No**

If yes, with which Foundational Component Area does it belong:

(Refer to chart below if not known.)

Core Objectives to include in the syllabus of this course

- Courses in the core curriculum have specific objectives listed by Foundational Component Area as shown on the chart below.
- Courses NOT in the core curriculum must include CT – Critical thinking skills and COM – Communication skills core objectives. They should include other core objectives if appropriate.

List core objectives for this course:

CT = Critical thinking skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

COM = Communication skills – to include effective written, oral, and visual communication

EQS = Empirical and quantitative skills – to include applications of scientific and mathematical concepts

TW = Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

SR = Social responsibility – to include intercultural competency and the ability to engage effectively in regional, national, and global communities

PR = Personal responsibility – to include the ability to connect choices, actions and consequences to ethical

decision-making

Foundational Component Area	SCH	Core Objectives Required					
		CT	COM	EQS	TW	SR	PR
Communication	6	✓	✓		✓		✓
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
Mathematics	3	✓	✓	✓			
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
Life and Physical Sciences	6	✓	✓	✓	✓		
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
Language, Philosophy & Culture	3	✓	✓			✓	✓
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
Creative Arts	3	✓	✓		✓	✓	
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
American History	6	✓	✓			✓	✓
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
Government/Political Science	6	✓	✓			✓	✓
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
Social and Behavioral Sciences	3	✓	✓	✓	✓	✓	✓
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
Component Area Option	6	Core Objectives must match corresponding Component Area					
Courses used to complete the Component Area Option must meet the definition and criteria specified in one or more of the foundational component areas above. The Core Objectives required in the corresponding foundational component area apply to each course used to fulfill the Component Area Option.							

Activities/Measures used to assess each core objective

You must use a “direct assessment” method of assessing each core objective. Refer to the Direct Assessment Methods document for examples of direct assessment methods. When possible, use the same activity for several/all of the course’s core objectives.

Identify the specific Direct Assessment tool and activity you will use to assess each core objective in this course:

Example:

Core Objective 1: Critical thinking skills

Direct Assessment tool: Core Objectives Rubric

Activity used to assess the core objective: Research paper

Core Objective 1:

Direct Assessment tool:

Activity/activities used to assess the core objective:

Core Objective 2:

Direct Assessment tool:

Activity/activities used to assess the core objective:

Core Objective 3:

Direct Assessment tool:

Activity/activities used to assess the core objective:

Core Objective 4:

Direct Assessment tool:

Activity/activities used to assess the core objective:

Learning Outcomes to include in the syllabus for this course

Many courses have required learning outcomes identified in the Academic Course Guide Manual. You may add additional learning outcomes if appropriate. If none are identified in the ACGM by the Texas Higher Education Board, you will develop your own. **All must be worded in measurable/observable terms.**

*If you do not know if there are required learning outcomes for this course, search for **ACGM** online and refer to the latest manual.*

List each learning outcome along with the specific Direct Assessment tool and activity you will use to assess the learning outcome. Also indicate where the assessment results will be retained. If retained only in Course Assessment, keep those results in your personal files for at least _____ years.

Example:

Learning Outcome 1: Identify various research methods and their characteristics used in the scientific study of psychology.

Aligned with core objective(s): CT – Critical Thinking

Direct Assessment tool: Core Objective rubric and Research Project rubric

Specific Activity used to assess the learning outcome: Research project

Where assessment results are retained: Core Curriculum Assessment / Course Assessment

Learning Outcome 1:

Aligned with core objective(s):

Direct Assessment tool:

Activity/activities used to assess the learning outcome:

Where assessment results are retained: Core Curriculum Assessment / Program Assessment / Course Assessment

Learning Outcome 2:

Aligned with core objective(s):

Direct Assessment tool:

Activity/activities used to assess the learning outcome:

Where assessment results are retained: Core Curriculum Assessment / Program Assessment / Course Assessment

Learning Outcome 3:

Aligned with core objective(s):

Direct Assessment tool:

Activity/activities used to assess the learning outcome:

Where assessment results are retained: Core Curriculum Assessment / Program Assessment / Course Assessment

Learning Outcome 4:

Aligned with core objective(s):

Direct Assessment tool:

Activity/activities used to assess the learning outcome:

Where assessment results are retained: Core Curriculum Assessment / Program Assessment / Course Assessment

Learning Outcome 5:

Aligned with core objective(s):

Direct Assessment tool:

Activity/activities used to assess the learning outcome:

Where assessment results are retained: Core Curriculum Assessment / Program Assessment / Course Assessment

Learning Outcome 6:

Aligned with core objective(s):

Direct Assessment tool:

Activity/activities used to assess the learning outcome:

Where assessment results are retained: Core Curriculum Assessment / Program Assessment / Course Assessment

Learning Outcome 7:

Aligned with core objective(s):

Direct Assessment tool:

Activity/activities used to assess the learning outcome:

Where assessment results are retained: Core Curriculum Assessment / Program Assessment / Course Assessment

Learning Outcome 8:

Aligned with core objective(s):

Direct Assessment tool:

Activity/activities used to assess the learning outcome:

Where assessment results are retained: Core Curriculum Assessment / Program Assessment / Course Assessment

Appendix C: Program Assessment Plan

Appropriate learning outcomes, especially ones that are aligned with the core objectives, will be included with the program assessment either every year or on a three-year cycle. If your results indicate students have “mastered” a learning outcome, you may drop it from the next year’s assessment. Under those circumstances, you would not assess it again until the three-year cycle begins again.

Example:

Annual assessment:

Learning outcomes to assess every year: Learning Outcomes 1, 4, and 5

or

Three-year cycle (beginning in Spring 2013):

Year 1:

Learning Outcomes to assess:

Learning Outcome 5

Year 2:

Learning Outcomes to assess:

Learning Outcomes 1 and 4

Year 3:

Learning Outcomes to assess:

Establish your plan below to assess appropriate learning outcomes from this course on the program assessment:

Annual assessment:

Learning outcomes to be assessed every year:

Three-year cycle (beginning in Spring 2013):

Year 1:

Learning outcomes to assess:

Year 2:

Learning outcomes to assess:

Year 3:

Learning outcomes to assess:

Appendix D: Assessment Planning Sheet

for courses in the Academic Course Guide Manual (ACGM)

Course Name: _____

Program Coordinator for this course: _____

Instructor in charge of master syllabus: _____

If you are the only instructor teaching this course, you are the one in charge of developing the master syllabus. If multiple instructors teach this course, the designated full-time instructor is generally in charge of developing it. The Dean of Instruction can tell you who that person is.

Other instructors who teach this same course: _____

Is this course part of the core curriculum? Yes No

If yes, mark the Foundational Component Area to which it belongs.

(Refer to chart below if not known.)

- Communications
- Mathematics
- Life and Physical Sciences
- Language, Philosophy & Culture
- Creative Arts
- American History
- Government/Political Science
- Social and Behavioral Sciences
- Component Area Option

Foundational Component Area	SCH	Core Objectives Required					
		CT	COM	EQS	TW	SR	PR
Communication	6	✓	✓		✓		✓
Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.							
Mathematics	3	✓	✓	✓			
Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.							
Life and Physical Sciences	6	✓	✓	✓	✓		
Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.							
Language, Philosophy & Culture	3	✓	✓			✓	✓
Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.							
Creative Arts	3	✓	✓		✓	✓	
Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.							
American History	6	✓	✓			✓	✓
Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.							
Government/Political Science	6	✓	✓			✓	✓
Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.							
Social and Behavioral Sciences	3	✓	✓	✓		✓	
Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.							
Component Area Option	6	Core Objectives must match corresponding Component Area					
Courses used to complete the Component Area Option must meet the definition and criteria specified in one or more of the foundational component areas above. The Core Objectives required in the corresponding foundational component area apply to each course used to fulfill the Component Area Option.							

Core Objectives to include in the syllabus for this course

- Courses in the core curriculum have specific core objectives listed by Foundational Component Area that must be included in their syllabi. (shown on the chart on the previous page). All core courses include Critical thinking and Communication skills plus one or two others.
- Courses NOT in the core curriculum must include the following core objectives in their syllabi:
 - (CT) Critical thinking skills objective (required)
 - (COM) Communications objective (required)
 - Include any of the other core objectives appropriate for this course.

Mark the other core objectives to be included in the syllabus for this course:

- CT** = Critical thinking skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- COM** = Communication skills – to include effective written, oral, and visual communication
- EQS** = Empirical and quantitative skills – to include applications of scientific and mathematical concepts
- TW** = Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- SR** = Social responsibility – to include intercultural competency and the ability to engage effectively in regional, national, and global communities
- PR** = Personal responsibility – to include the ability to connect choices, actions and consequences to ethical decision-making

Activities/Measures used to assess each core objective

You must use a “direct assessment” method to assess each core objective. When possible, use the same activity for several/all of the course’s core objectives.

Identify the specific Direct Assessment tool and activity you will use to assess each core objective in this course. Refer to the last page in this handout (*Direct Assessment Methods*) to help you identify the activity and assessment tool you will use for each core objective.

Example:

Core Objective 1: _____ Critical thinking skills _____

Assessment tool: _____ Rubric _____

Activity used to assess the core objective: _____ Research paper _____

Core Objective 1: _____

Assessment tool: _____

Activity used to assess the core objective: _____

Core Objective 2: _____

Assessment tool: _____

Activity used to assess the core objective: _____

Core Objective 3: _____

Assessment tool: _____

Activity used to assess the core objective: _____

Core Objective 4: _____

Assessment tool: _____

Activity used to assess the core objective: _____

Learning Outcomes to include in the syllabus for this course

Most courses have required learning outcomes identified in the Academic Course Guide Manual. You may add additional learning outcomes if desired. If none are identified in the ACGM, you will develop your own. All must be worded in measurable/observable terms. When possible, use the same activity used for a core objective.

*If you do not know if there are required learning outcomes for this course, search for **ACGM** online and refer to the latest manual.*

List each learning outcome along with the specific Core Objective(s) aligned with it, the Direct Assessment tool you plan to use, and the activity/activities you will use in this course to assess the learning outcome. When possible, use one of the same assessment tools and activities used for a core objective. For help, refer to the example below and the Direct Assessment Methods on the last page of this handout.

Example:

Learning Outcome 1: Identify various research methods and their characteristics used in the scientific study of psychology.

Aligned with Core Objective(s): _____ CT – Critical Thinking _____

Direct Assessment tool: _____ Rubric _____

Specific Activity used to assess the learning outcome: Volunteer committee research project

Learning Outcome 1: _____

Aligned with Core Objective(s): _____

Direct Assessment tool: _____

Specific Activity used to assess the learning outcome: _____

Learning Outcome 2: _____

Aligned with Core Objective(s): _____

Direct Assessment tool: _____

Specific Activity used to assess the learning outcome: _____

More learning outcomes are on the following page.

Learning Outcome 3: _____

Aligned with Core Objective(s): _____

Direct Assessment tool: _____

Specific Activity used to assess the learning outcome: _____

Learning Outcome 4: _____

Aligned with Core Objective(s): _____

Direct Assessment tool: _____

Specific Activity used to assess the learning outcome: _____

Learning Outcome 5: _____

Aligned with Core Objective(s): _____

Direct Assessment tool: _____

Specific Activity used to assess the learning outcome: _____

Learning Outcome 6: _____

Aligned with Core Objective(s): _____

Direct Assessment tool: _____

Specific Activity used to assess the learning outcome: _____

If needed, more learning outcomes are on the following page.

Learning Outcome 7: _____

Aligned with Core Objective(s): _____

Direct Assessment tool: _____

Specific Activity used to assess the learning outcome: _____

Learning Outcome 8: _____

Aligned with Core Objective(s): _____

Direct Assessment tool: _____

Specific Activity used to assess the learning outcome: _____

Appendix E: Activity Rubric Template to Assess Core Objectives

Instructions:

If you plan to assign a course grade to the activity and already have a rubric to grade it, include the 4 heading items below at the top of your rubric. Include the appropriate row items in the rubric depending on which core objectives you are assessing with the activity. *(Include all categories for each appropriate core objective. If desired, include these row items as part of your actual activity grade.)* The **Core Objective Rubrics** spreadsheets will help you determine the Earned % students should earn for each item.

If, on the other hand, you do not plan to include the core objective row items as part of a grade for the activity, you may use the Core Objective Rubrics spreadsheets to assess the activity instead.

Student ID (from Faculty Portal) and Name: _____

Activity Name: _____

Course # - Name (e.g. ENGL 1301 – English Composition I): _____

Semester: _____

Core Objective	Category	Description	Possible Points	Earned Points	Earned % Possible Pts. / Earned Pts.
CT - Critical Thinking	Inquiry	Examines the topic through evidence, instructions, problems, tasks, etc.			
CT - Critical Thinking	Analysis	Identifies and presents explanations of complex analysis OR identifies problem-solving methods.			
CT - Critical Thinking	Synthesis	Identifies, organizes, and evaluates arguments OR presents connected ideas.			
CT - Critical Thinking	Final Product	Uses the evidence to present conclusions, solutions, and/or products OR takes an innovative approach to present conclusions, solutions, and/or products.			
COM - Communication Skills	Focus	Includes a thesis statement and all elements build upon the thesis.			
COM - Communication Skills	Organization	Ideas are presented in an organized manner in support of the thesis statement.			
COM - Communication Skills	Assignment's Requirements	Follows the assignment's requirements.			
COM - Communication Skills	Style	The way in which words and sentences are put together. It involves word choice, sentence structure, and tone appropriate for the situation.			
EQS – Empirical & Quantitative Skills	Identification	Identified the purpose, components, and variables of the assignment.			
EQS – Empirical & Quantitative Skills	Assimilation	The information required for analysis is assimilated and identified OR . Values are correctly translated into variables and all necessary formulas are present.			
EQS – Empirical & Quantitative Skills	Analysis	Components are methodically scrutinized. Steps are logical and relevant. Proper tools/ technology used and well integrated into final product. Any notation is consistent and well defined.			

EQS – Empirical & Quantitative Skills	Presentation	Summary of the analysis is presented. Information is correct, of high quality, and easy to understand. All visual representations of evidence are well-scaled and well represent the analysis findings.			
EQS – Empirical & Quantitative Skills	Application	The results of analysis are applied to answer or address the hypothesis or problem.			
TW - Teamwork	Contribution	Provided materials or skills that were integral to the group's ability to complete the given assignment.			
TW - Teamwork	Self-Management	Demonstrated a work ethic by meeting all deadlines, prioritizing personal projects, and fully focusing on all assigned tasks.			
SR – Social Responsibility	Citizenship	Demonstrates a high understanding of the citizen's role in society.			
SR – Social Responsibility	Social Justice	Evaluates the issues of fairness, prejudice, discrimination, and ethical behavior.			
SR – Social Responsibility	Ecology	Demonstrates clear understanding of the larger ecological issues related to the interaction of people, environment, science and technology.			
PR – Personal Responsibility	Inquiry	Analyzed and identified the inquiry			
PR – Personal Responsibility	Connections	Connected the research or content knowledge to enhance and clarify the argument/discussion.			
PR – Personal Responsibility	Response	Made a meaningful, personal connection to the ethical dilemma.			

Appendix F: AACU VALUE Rubrics

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- ⑩ The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- ⑩ The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- ⑩ The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- ⑩ The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



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Definition

Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Framing Language

Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Creative thinking in higher education can only be expressed productively within a particular domain. The student must have a strong foundation in the strategies and skills of the domain in order to make connections and synthesize. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombinations, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

The Creative Thinking VALUE Rubric is intended to help faculty assess creative thinking in a broad range of transdisciplinary or interdisciplinary work samples or collections of work. The rubric is made up of a set of attributes that are common to creative thinking across disciplines. Examples of work samples or collections of work that could be assessed for creative thinking may include research papers, lab reports, musical compositions, a mathematical equation that solves a problem, a prototype design, a reflective piece about the final product of an assignment, or other academic works. The work samples or collections of work may be completed by an individual student or a group of students.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Exemplar: A model or pattern to be copied or imitated (quoted from www.dictionary.reference.com/browse/exemplar).
- Domain: Field of study or activity and a sphere of knowledge and influence.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



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Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



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Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/ concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/ problem/ context/ for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/ among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).

ETHICAL REASONING VALUE RUBRIC

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Definition

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



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Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. -
Adopted from the National Forum on Information Literacy

Framing Language

This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency and for some criteria on this rubric would be required.

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org



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Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the **products** of analysis and inquiry, not the **processes** themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Conclusions: A synthesis of key findings drawn from research/ evidence.
- Limitations: Critique of the process or evidence.
- Implications: How inquiry results apply to a larger context or the real world.

INQUIRY AND ANALYSIS VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Inquiry is a systematic process of exploring issues/ objects/ works through the collection and analysis of evidence that result in informed conclusions/ judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/ doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/ approaches.	Presents in-depth information from relevant sources representing various points of view/ approaches.	Presents information from relevant sources representing limited points of view/ approaches.	Presents information from irrelevant sources representing limited points of view/ approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/ or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

INTEGRATIVE LEARNING VALUE RUBRIC

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Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- 10 Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- 10 Content: The information conveyed in the work samples or collections of work.
- 10 Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- 10 Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- 10 Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- 10 Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the portfolio.
- 10 Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.
- 10 Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- 10 Self Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



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Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission. 2000. Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, www.see-educoop.net/education_in/pdf/lifelong-oth-enl-t02.pdf.)

Framing Language

This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria. Work samples or collections of work tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students' growth and development. Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



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The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

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Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

PROBLEM SOLVING VALUE RUBRIC

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

Framing Language

Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by students may involve problems that range from well-defined to ambiguous in a simulated or laboratory context, or in real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across all disciplines. It is broad-based enough to allow for individual differences among learners, yet is concise and descriptive in its scope to determine how well students have maximized their respective abilities to practice thinking through problems in order to reach solutions.

This rubric is designed to measure the quality of a **process**, rather than the quality of an **end-product**. As a result, work samples or collections of work will need to include some evidence of the individual's thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol while solving a problem). The final product of an assignment that required problem resolution is insufficient without insight into the student's problem-solving process. Because the focus is on institutional level assessment, scoring team projects, such as those developed in capstone courses, may be appropriate as well.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Contextual Factors: Constraints (such as limits on cost), resources, attitudes (such as biases) and desired additional knowledge which affect how the problem can be best solved in the real world or simulated setting.
- Critique: Involves analysis and synthesis of a full range of perspectives.
- Feasible: Workable, in consideration of time-frame, functionality, available resources, necessary buy-in, and limits of the assignment or task.
- “Off the shelf” solution: A simplistic option that is familiar from everyday experience but not tailored to the problem at hand (e.g. holding a bake sale to "save" an underfunded public library).
- Solution: An appropriate response to a challenge or a problem.
- Strategy: A plan of action or an approach designed to arrive at a solution. (If the problem is a river that needs to be crossed, there could be a construction-oriented, cooperative (build a bridge with your community) approach and a personally oriented, physical (swim across alone) approach. An approach that partially applies would be a personal, physical approach for someone who doesn't know how to swim.
- Support: Specific rationale, evidence, etc. for solution or selection of solution.

PROBLEM SOLVING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work

QUANTITATIVE LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Quantitative Literacy Across the Disciplines

Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U's recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today's students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today's students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It's possible to find pages of mathematical problems, but what those problem sets don't demonstrate is whether the student was able to think about and understand the meaning of her work. It's possible to find research papers that include quantitative information, but those papers often don't provide evidence that allows the evaluator to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills as analyzing quantitative information, representing quantitative information in appropriate forms, completing calculations to answer meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with those skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AAC&U's rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

Framing Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else's data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video of a PowerPoint presentation, perhaps, or a well designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, confounding the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a simplistic problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student's QL achievement it may be necessary to measure QL achievement within the context of problem complexity, much as is done in diving competitions where two scores are given, one for the difficulty of the dive, and the other for the skill in accomplishing the dive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

QUANTITATIVE LITERACY VALUE RUBRIC

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Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		1
		3	2	
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

READING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From www.rand.org/pubs/research_briefs/RB8024/index1.html)

Framing Language

To paraphrase Phaedrus, texts do not explain, nor answer questions about, themselves. They must be located, approached, decoded, comprehended, analyzed, interpreted, and discussed, especially complex academic texts used in college and university classrooms for purposes of learning. Historically, college professors have not considered the teaching of reading necessary other than as a "basic skill" in which students may require "remediation." They have assumed that students come with the ability to read and have placed responsibility for its absence on teachers in elementary and secondary schools.

This absence of reading instruction in higher education must, can, and will change, and this rubric marks a direction for this change. Why the change? Even the strongest, most experienced readers making the transition from high school to college have not learned what they need to know and do to make sense of texts in the context of professional and academic scholarship—to say nothing about readers who are either not as strong or as experienced. Also, readers mature and develop their repertoire of reading performances naturally during the undergraduate years and beyond as a consequence of meeting textual challenges. This rubric provides some initial steps toward finding ways to measure undergraduate students' progress along the continuum. Our intention in creating this rubric is to support and promote the teaching of undergraduates as readers to take on increasingly higher levels of concerns with texts and to read as one of "those who comprehend."

Readers, as they move beyond their undergraduate experiences, should be motivated to approach texts and respond to them with a reflective level of curiosity and the ability to apply aspects of the texts they approach to a variety of aspects in their lives. This rubric provides the framework for evaluating both students' developing relationship to texts and their relative success with the range of texts their coursework introduces them to. It is likely that users of this rubric will detect that the cell boundaries are permeable, and the criteria of the rubric are, to a degree, interrelated.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Analysis:** The process of recognizing and using features of a text to build a more advanced understanding of the meaning of a text. (Might include evaluation of genre, language, tone, stated purpose, explicit or implicit logic (including flaws of reasoning), and historical context as they contribute to the meaning of a text.)
- **Comprehension:** The extent to which a reader "gets" the text, both literally and figuratively. Accomplished and sophisticated readers will have moved from being able to "get" the meaning that the language of the text provides to being able to "get" the implications of the text, the questions it raises, and the counterarguments one might suggest in response to it. A helpful and accessible discussion of 'comprehension' is found in Chapter 2 of the RAND report, Reading for Understanding: www.rand.org/pubs/monograph_reports/MR1465/MR1465.ch2.pdf.
- **Epistemological lens:** The knowledge framework a reader develops in a specific discipline as s/he moves through an academic major (e.g., essays, textbook chapters, literary works, journal articles, lab reports, grant proposals, lectures, blogs, webpages, or literature reviews, for example). The depth and breadth of this knowledge provides the foundation for independent and self-regulated responses to the range of texts in any discipline or field that students will encounter.
- **Genre:** A particular kind of "text" defined by a set of disciplinary conventions or agreements learned through participation in academic discourse. Genre governs what texts can be about, how they are structured, what to expect from them, what can be done with them, how to use them
- **Interpretation:** Determining or construing the meaning of a text or part of a text in a particular way based on textual and contextual information.
- **Interpretive Strategies:** Purposeful approaches from different perspectives, which include, for example, asking clarifying questions, building knowledge of the context in which a text was written, visualizing and considering counterfactuals (asking questions that challenge the assumptions or claims of the text, e.g., What might our country be like if the Civil War had not happened? How would Hamlet be different if Hamlet had simply killed the King?).
- **Multiple Perspectives:** Consideration of how text-based meanings might differ depending on point of view.
- **Parts:** Titles, headings, meaning of vocabulary from context, structure of the text, important ideas and relationships among those ideas.
- **Relationship to text:** The set of expectations and intentions a reader brings to a particular text or set of texts.
- **Searches intentionally for relationships:** An active and highly-aware quality of thinking closely related to inquiry and research.
- **Takes texts apart:** Discerns the level of importance or abstraction of textual elements and sees big and small pieces as parts of the whole meaning (compare to Analysis above).
- **Metacognition:** This is not a word that appears explicitly anywhere in the rubric, but it is implicit in a number of the descriptors, and is certainly a term that we find frequently in discussions of successful and rich learning. Metacognition, (a term typically attributed to the cognitive psychologist J.H. Flavell) applied to reading refers to the awareness, deliberateness, and reflexivity defining the activities and strategies that readers must control in order to work their ways effectively through different sorts of texts, from lab reports to sonnets, from math texts to historical narratives, or from grant applications to graphic novels, for example. Metacognition refers here as well to an accomplished reader's ability to consider the ethos reflected in any such text; to know that one is present and should be considered in any use of, or response to a text.

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Framing Language

Students participate on many different teams, in many different settings. For example, a given student may work on separate teams to complete a lab assignment, give an oral presentation, or complete a community service project. Furthermore, the people the student works with are likely to be different in each of these different teams. As a result, it is assumed that a work sample or collection of work that demonstrates a student's teamwork skills could include a diverse range of inputs. This rubric is designed to function across all of these different settings.

Two characteristics define the ways in which this rubric is to be used. First, the rubric is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for a student to receive high ratings, even if the team as a whole is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a **process**, rather than the quality of an **end product**. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written lab report) is insufficient, as it does not provide insight into the functioning of the team.

It is recommended that work samples or collections of work for this outcome come from one (or more) of the following three sources: (1) students' own reflections about their contribution to a team's functioning; (2) evaluation or feedback from fellow team members about students' contribution to the team's functioning; or (3) the evaluation of an outside observer regarding students' contributions to a team's functioning. These three sources differ considerably in the resource demands they place on an institution. It is recommended that institutions using this rubric consider carefully the resources they are able to allocate to the assessment of teamwork and choose a means of compiling work samples or collections of work that best suits their priorities, needs, and abilities.

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Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

WRITTEN COMMUNICATION VALUE RUBRIC

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/ Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.
- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION VALUE RUBRIC

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Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.