University of Idaho's LEARNING MATTERS - Measurement Rubrics

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To be read: "rubrics" across and "elements" down. Evaluators are encouraged to assign/score a zero (0) to any work sample or collection of works that does not meet benchmark (cell 1) level of performance. Evaluators can score any particular element as not applicable (NA), if it does not seem to be addressed in the work.

LEARN AND INTEGRATE

Definition: *Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.*

	Capstone 4	Milestones 3	 2	Benchmark 1
Interpretation *Making sense with texts as blueprints for meaning within a discipline and between disciplines or a community of readers*	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.
Connections to Discipline *Makes connections across disciplines and perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study, perspective or discipline.	Presents unique or novel examples, facts or theories from more than one field of study, perspective or discipline, and identifies and connects them with multiple disciplines or perspectives.	Presents examples, facts or theories from more than one field of study, perspective or discipline, and identifies and connects them with multiple disciplines or perspectives.	Presents examples, facts, or theories from more than one field of study, perspective or discipline.
Transfer *Adopts and applies skills, abilities, theories, or methodologies gained in one situation or discipline to new situations.*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained from multiple disciplines to interpret a difficult issue or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained from multiple disciplines to interpret or explore issues.	Uses skills, abilities, theories, or methodologies gained from multiple disciplines to interpret an issue	Uses, in a basic way, skills, abilities, theories, or methodologies gained in own discipline or experience to interpret an issue.
Integrates and Uses Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from multiple sources or disciplines to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources or disciplines with intended purpose achieved.	Communicates and organizes information from sources, but the information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources or disciplines that is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.

THINK AND CREATE

Definition: *Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.*

	Capstone 4	Milestones 3	 2	Benchmark 1
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.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
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.
Innovative Thinking *Novelty or uniqueness (of idea, claim, question, form, etc.)*	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.

COMMUNICATE

Description: *Acquire, articulate, create and convey intended meaning using verbal and non-verbal method of communication that demonstrates respect and understanding in a complex society.*

	Capstone 4	Milestones 3	 2	Benchmark 1
Sources and Evidence to Accomplish a Specific Purpose	Demonstrates a skillful and integrative use of high-quality, credible, relevant sources to develop ideas appropriate for the discipline and genre of communication, to fully achieve a specific purpose with clarity and depth.	Demonstrates a consistent and integrative use of credible, relevant sources to support ideas suited within the discipline and genre of the communication (performed, oral, visual, written), with the intended purpose achieved.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of communication (performed, oral, visual, written), but the information is not integrated, nor is intended purpose fully achieved.	Demonstrates an attempt to use sources to support ideas in the writing or speaking, but the information is fragmented (misquoted, taken out of context, or incorrectly paraphrased, etc.), so intended purpose is not achieved.
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.
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**.
Context of and Purpose for Task *Includes considerations of audience, purpose, and the circumstances surrounding the verbal or nonverbal task(s).*	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).
Skills *Verbal or nonverbal communication in a multicultural context.*	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.

CLARIFY PURPOSE AND PERSPECTIVE

Definition: *Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.*

	Capstone 4	Milestones 3	 2	Benchmark 1
Reflection	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.
Attitudes *Openness, tolerance and respect*	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.
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Connections to Experience *Connects relevant experience and academic knowledge*	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.

PRACTICE CITIZENSHIP

Definition: *Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.* NOTE: likely best expressed in advamced students.

	Capstone 4	Milestones 3	 2	Benchmark 1
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • 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: • 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: • 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: • 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.

Skills Empathy	Interprets intercultural experiences 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.
Application of Ethical Perspectives and Concepts	Student can accurately apply ethical perspectives and concepts to an ethical question, and independently (to new example), and is able to consider full implications of the application.	Student can accurately apply ethical perspectives and concepts to an ethical question, and independently (to a new example), but does not consider the specific implications of the application.	Student can apply ethical perspectives and concepts to an ethical question, and independently (to a new example), but the application is inaccurate or has flaws.	Student can apply ethical perspectives and 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 and concepts independently (to a new example).
Civic Identity and Engaged Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.

The Learning Matters rubrics were adopted with modifications from the Association of American Colleges and Universities VALUE Rubrics (Valid Assessment of Learning Undergraduate Education). Developed in the fall of 2009 by the Association of American Colleges and Universities (numbering over 2,800 institutions today; established in 1904), the VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States. It involved a process that examined many existing campus rubrics and related documents for each institution's 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 by shared nationally through a common dialog and understanding of student success. The rubrics are a **starting point** from which each college and university should **amend** the rubrics to best reflect its role and mission, and the university-wide learning outcomes. For more information, please see AAC&U VALUE Rubrics or contact *value@aacu.org*.