THE RUBRIC WORKBOOK

ALL THE MOVES YOU'LL NEED TO WIN THE GAME

Assessment 4.0
defining quality

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defining quality

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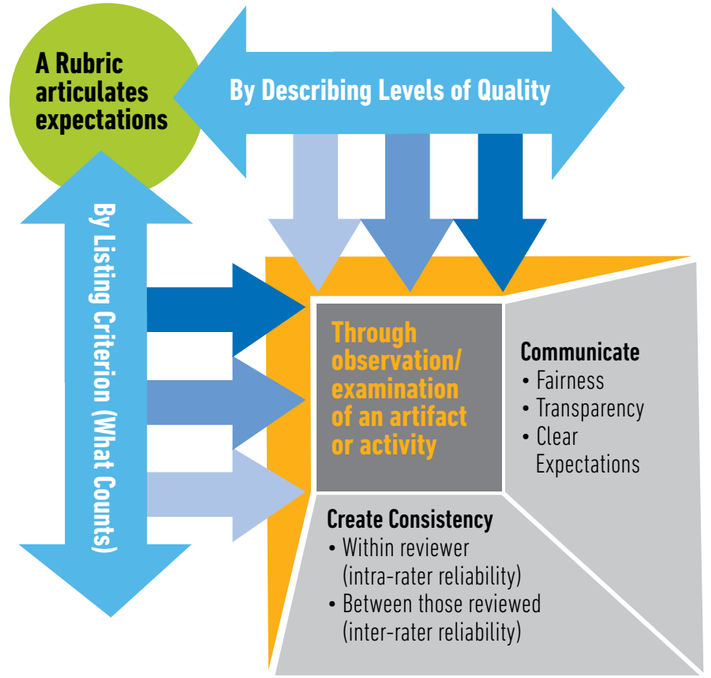
Introduction To Rubrics

Rubrics Measure Learning and Provide Feedback

In situations where you are observing something or gathering an "artifact" (e.g., essay, application, portfolio, reflection, resume, incident report).

Rubrics Define Outcomes and Clarify Expectations

In situations where one can describe what quality is, but find it difficult to quantify that quality in a traditional survey, quiz or other method a rubric is a useful tool. This is why in classroom settings rubrics are commonly found in areas like writing, performing and visual arts, oral presentations and fieldwork. Similarly, rubrics can be helpful in out-of-classroom experiences such as service-learning, career preparation, student employee/paraprofessional training and health/wellness.



Use a rubric when:

- expectation is a guiding factor such as student ePortfolio, video, or written reflections;
- consistency between raters is required:
  - Multiple TAs or reviewers are grading an assignment, or
  - Multiple scholarship applications are reviewed by a committee;
- consistency over time is required such as evaluating a performance;
- transparency and fairness are paramount, such as practice interviews with students, interviewing candidates for a job position, etc.
- providing feedback is important
- acceptance/reflectiveness of scoring/assessment is important

Terminology

Rubric (scoring, chart, assessment) – A structured guide, chart or matrix, that defines specific criteria/dimensions used to measure the knowledge, skill, or attitude required to meet a learning outcome in a consistent and repeatable way.

Learning Outcome (learning goal) – The knowledge, skill, or attitude, that will result from a learning experience.

List of Criterion (dimensions) – A list of learning outcomes, measures, or characteristics that determine performance of a particular task.

Level of Quality (performance scale, indicators) – A detailed description of the measures used to assess performance needed to meet a criterion.

Common scales include:

- Sophisticated, competent, partly competent, not yet competent
- Exemplary, proficient, marginal, unacceptable
- Advanced, intermediate high, intermediate low, novice
- Distinguished, proficient, intermediate, novice
- Accomplished, average, developing, beginning
- Advanced, intermediate, beginning
- Exceeds [x], Meeting [x], Does not fully meet [x], Does not meet [x]
  (where [x] is a value: “expectations”, “writing skills”, etc)
- A great deal, Moderately, Slightly, Not at all
  (where scale defines [x]: “to what extent does a student [x]”)

Indirect Measure (assessment) – Generated by self-reported measures of knowledge, skill, or attitude as a result an educational experiences. Typical of surveys and other tools where results are summarized across a cohort of students rather than student-specific.

Direct Measure (assessment) – Generated by measures of performance of a stated objective. Methods can range from scoring rubrics to locally or nationally normed performance vehicles.

External Measure (assessment) – An instrument developed by an individual or organization external to the one being assessed: usually summative, quantitative, and often high-stakes, such as the SAT or GRE exams.

Qualitative Measure – Records qualities that are descriptive, subjective or difficult to measure.

Quantitative Measure – Records qualities in the form of a number or measurable dimension.

Consistency (intra-rater, inter-rater) – The degree to which a measurement by single or multiple raters over one or multiple iterations are able to produce consistent results.

Validity – The degree to which a particular test or observation is capable of measuring a criterion or specific level of performance for a criterion.

Evidence – An artifact or observation used to assess the quality of a criterion, such as a writing sample, ePortfolio, project, presentation, performance, interview, etc.

Exemplars – Models or detailed descriptions of evidence that provide insight into a criterion or level of quality.

Embedded Assessment – A means of gathering information about student learning that is integrated into the teaching-learning process.

Curriculum Alignment – The degree to which a course evaluation or student learning assessment (classroom instruction and learner success) aligns with a curriculum’s scope or program’s outcomes.

Different Types of Rubrics

Different classes of rubrics, each with their own effective range of use.

Checklist Rubric

A rubric that identifies the presence or absence of an activities dimensions. Useful for self assessment or procedural assessment like safety practices.

Rating Scale Rubric

A rubric similar to a checklist except it identifies the level of quality to which an activities dimensions are met or not met. Does not describe the criteria required to meet each level of quality.

Analytic or Descriptive Rubric

A rubric that includes an explicit description of criteria required to meet the level of quality present for each dimension.

- You want to see relative strengths and weaknesses
- You want detailed feedback and/or to provide self-assessment
- You want to assess knowledge, attitude or skill quantitatively

Holistic Rubric

A rubric similar to an analytic rubric except the descriptions of quality are more narrative, providing general characteristics of requirements for each quality.

- You want a quick snapshot of achievement - usually summative
- You want a single more global judgment about achievement, or mastery.
- Assessment of knowledge, attitude or skill can be quantitative or quantitative

Structured Observation Guide

A rubric that identifies dimensions without providing an objective scale.

- You want to assess knowledge, attitude or skill qualitatively
- Can be effective for assessing outcomes that are difficult to define
- Can be usefull in the early stages of rubric development

Hybrid Rubric

A rubric that combines features of other rubrics or has another rubric embedded within it. A hybrid rubric can extend the features of one rubric to another.

Putting Rubrics To Use

Rubrics are effective tools for communicating complex structures, organizing behaviors or processes, understanding outcomes, and directing responses.

Rubrics can be a productive part of every process in higher education from planning and design, to testing and refining, to implementation and assessment, to learning and improvement, and finally full circle to reviewing goals and strategic planning.

The following are global reasons for employing rubrics: some are focused on the mechanics and process, others are focused on the utility of learning design, and others on learning itself.

Multiple Reviewers

You might need multiple reviewers when:

- Grading with multiple TAs, Professors, Peer reviewers
- Application processes with multiple reviewers
- Multiple observers for a performance

Training multiple reviewers:

Training is an important step that should not be overlooked. The chief problem you are trying to overcome is inconsistent results produced by reviewers who are not employing the rubric in the same manner. Training is also an excellent method to tighten the effectiveness of a rubric.

- **Step 1–Organize a training session:** Have 2-3 examples and 2-3 copies of the rubric prepared for this session
- **Step 2–Gather for a training session:** It is important all raters attend no matter their experience level to ensure that the rubric is being used consistently
- **Step 3–During Session Rating Exercise:** Using the same piece of work/artifact/example, have each rater to individually review and rate the work. When all raters have completed:
  - have all raters compare scores and discuss differences in scores and any discrepancies in interpreting the descriptions or scales
  - Come to an agreement on any discrepancies
  - Adjust the rubric as needed
- **Step 4–Rinse and Repeat:** Using the additional examples repeat the rating exercise until all raters are reviewing consistently

Self Reflection and Peer Review

Using rubrics for student self-reflection and peer review is an authentic and effective method of supporting continuous and professional learning. As students learn to self assess they become more aware of learning taking place around them and more sensitive to the learning accomplished by their peers.

- Bring a rubric to class:
  - Discuss the rubrics expectations, criterion and quality levels
  - Have students practice reviewing a sample piece of work
  - Have students discuss results openly
- Have students rate their own work using the same rubric
- Have students rate the work of their peers using the same rubric

Student Learning

Using rubrics as tools in the teaching and learning exchange can help faculty come to a stronger understanding of learning as it progresses and instruct students on process, expectation, behavior, and understanding of their own learning process.

Instructional Rubrics

These are rubrics designed to be used to direct student learning and evaluate the progress or outcomes of the learning experience. Instructional rubrics:

- are easy to use and to explain
- can help make expectations clear
- provide students with formative information on the strengths
- support learning by:
  - providing checks for mastery
  - development of skills
  - development of understanding

Program Planning and Course Design

Rubrics for program planning are typically centered on the student learning outcomes or objectives for the program. The criterion of the rubric should identify where the learning will take place and typically is measured by an average or sample of the learners.

Rubrics for course design are typically based on the learning outcomes or objectives for the course. The criterion of the rubrics should identify how the form the learning will take and is typically measured by direct observation.

Program Rubrics can help inform the Course Design by:

- providing faculty with a set of outcomes they can target in course goals
- providing faculty a map of where and at what level other courses are meeting program outcomes

Continuous Assessment

Rubrics should be regularly reviewed to be sure they are accurately meeting the needs they were developed for. You may find that you have to adjust one of more of the following when using a rubric:

- **Missing a dimension and not realizing it until you are grading**:
  Choose whether to ignore this time around and make a note to add it in the future or choose a way to add it in without changing the expectations of the assignment
- **Finding that there are too many pieces to one dimension**:
  Decide whether to go with the “highest grouping”, “lowest grouping” or something in between – just be consistent between students
- **Refining a rubric as planning for the future of a course or program changes**
  Decide whether a change should happen immediately, between semesters, or cohorts
- **Rubrics can always be tweaked**
  Involve students in the process of examining grading rubrics as a way to develop immediate feedback on course design

Steps To Creating A Rubric

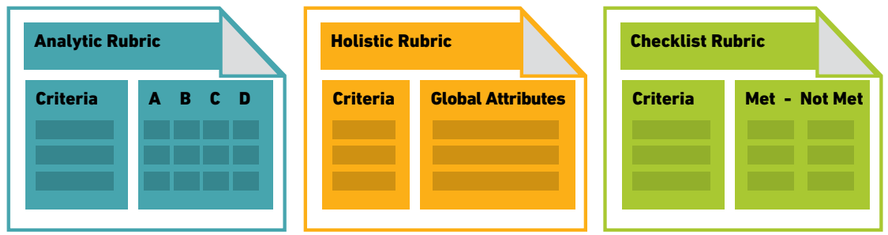
Step One: Planning and Design

- **Write a goal for the rubric:** The outcome(s) the rubric will assess.
- **Determine the learning experience:** Detailing when and where learning will take place helps to define performance observation (presentation, mock interview, role playing) or evidence collection (resume, reflection paper, incident report) required to assess the outcome(s).
- **Create a list of dimensions (criteria):** Skills, attitudes, or knowledge a student should demonstrate to achieve the outcome(s). Dimensions should be added only as they serve to define the scope of the learning outcomes and experience. The number of levels of quality in holistic and rating scale rubrics should be limited to the minimum required to provide separation between the characteristics which define each level.

Step Two: Choose a Rubric Model

Use the outcomes of step one to identify the appropriate model:

- **Look for pre-written rubrics:** Talk to colleagues or search the Internet (see appendix) to find rubrics that match your goals, experience and dimensions
- **Adapt a pre-written rubric:** If you can not find a complete match then try adapting a rubric that meets one or more of your needs
- **Write your own rubric:** Use the outcomes of step one to design a rubric that meets your needs



Step Three: Pilot The Rubric

- **Test With an Existing Artifact:** Use one or more existing artifacts, students or content specialists to role play, and test rubric
- **Test with a Meta-Rubric:** If you do not have artifacts or the ability to set up a test use a meta-rubric to assess the efficacy of the design (see appendix)
- **Run a Live Test:** Use the rubric as part of a learning and assessment tool in a live session with the intent of getting feedback on its effectiveness
- **Revise the Rubric:** Revise and repeat tests until no revisions are required
- **Retest based on Changes:** If changes to the goals, learning experience, dimensions/criteria, or levels of quality are required, plan to test the rubric

Comparing Rubrics: Pros and Cons

	Checklist Rubric	Rating Scale Rubric
Pros	• Simple to create • Easy to use • Good for procedural checks or minor assignments	• Simple to Create • Easy to apply with some training • Can provide moderate feedback if performance levels are well defined • Good for self-evaluation and mastery
Cons	• Performance Levels are not defined • Consistency of performance rating is difficulty to achieve • Is not considered a credible summative scoring method	• Performance levels are not clearly defined • Does not provide thorough feedback–specific to strengths or weaknesses or corrective action. • Can lack credibility without external raters or a regionally or nationally normed vehicle

	Analytic Rubric	Holistic Rubric
Pros	• Documents specific details on performance, expectations, and standards • Provides specific feedback on strengths, weaknesses and corrective action. • Best when results are considered high stakes such as grading, program evaluation, accreditation, etc. • Trained raters can provide very consistent results • Considered the most "solid performing" rubric	• Documents characteristics performance, expectations, and goals. • Best when large volumes of evidence must be assessed or when feedback is meant for a cohort or committee rather than individual students or staff. • Can be effective as a formative guide
Cons	• Not easy to create and may require consultation or many iterations of testing.	• Does not provide thorough feedback–specific to strengths or weaknesses or corrective action. • Difficult to achieve consistency even with trained raters.

The general structure of different rubrics

On the following pages, general rubric layouts provide some detail to the nature of each field in a rubric design. All the rubrics share some fields such as: name, statement of learning, a chart (the main body of the rubric), and a scoring feature (score ranges with item and total score fields). All of the rubric layouts could be designed without the scoring features as you could have a separate score sheet that might have special feedback features.

For instance the analytic rubric layout example could be modified to add scoring check boxes to each level description. The last column, the score column, could be modified to provide rater feedback. The ability for rater direct feedback is a typical feature of interactive rubrics found in web-based survey applications and rubric tools embedded in learning management systems.

The level of simplicity or complexity in your rubric design is limited only by your design thinking and assessment needs.

Analytic Rubric

Statement of Learning Outcomes and Learning Experience

	High Level (Score or Range: 4)	**Medium Level** (Score or Range: 3-2)	**Low Level** (Score or Range: 2-1)	**Non-Level** (Score or Range: 0)	**Score**
First Dimension: (Can include criteria detail)	Specific Measure. Purpose of Measure. What success looks like.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	
Second Dimension: (Can include criteria detail)	Specific Measure. Purpose of Measure. What success looks like.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	
Third Dimension: (Can include criteria detail)	Specific Measure. Purpose of Measure. What success looks like.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	
Fourth Dimension: (Can include criteria detail)	Specific Measure. Purpose of Measure. What success looks like.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	
Fifth Dimension: (Can include criteria detail)	Specific Measure. Purpose of Measure. What success looks like.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	Specific Measure. Purpose of Measure. What success looks like. Corrective Statement.	
Feedback: (this field is optional)					**Total**

Holistic Rubric

Statement of Learning Outcomes and Learning Experience
(Typically only one outcome)

	Performance Qualities	**Score**
First Level: (Can include scoring range) (20 - 30 points) (30 points)	Defined level of performance (usually highest level presented first) Narrative description of measures: provides a listing of characteristics to recognize; actions to demonstrate; time frames or locations of measures.	
Second Level: (Can include scoring range) (20 - 30 points) (30 points)	Defined level of performance (usually highest level presented first) Narrative description of measures: provides a listing of characteristics to recognize; actions to demonstrate; time frames or locations of measures.	
Third Level: Levels should seek to provide separation required to add definition the learning outcome and experience	Defined level of performance (usually highest level presented first) Narrative description of measures: provides a listing of characteristics to recognize; actions to demonstrate; time frames or locations of measures.	
Furth Level: (Can include scoring range) (20 - 30 points) (30 points)	Defined level of performance (usually highest level presented first) Narrative description of measures: provides a listing of characteristics to recognize; actions to demonstrate; time frames or locations of measures.	
Fifth Level: (Can include scoring range) (20 - 30 points) (30 points)	Defined level of performance (usually highest level presented first) Narrative description of measures: provides a listing of characteristics to recognize; actions to demonstrate; time frames or locations of measures.	
Feedback: (this field is optional)		**Total**

Rating Scale Rubric (With Detailed Qualities)

Statement of Learning Outcomes and Learning Experience
(Can include score or range)

Performance Level Detailed Qualities
Level A: Detailed description of the qualities required to show successful performance of requirement.
Level B: Detailed description of the qualities required to show successful performance of requirement.
Level C: Detailed description of the qualities required to show successful performance of requirement.
Level A: Detailed description of the qualities required to show successful performance of requirement.

Performance Requirements (this column head can include a rater completed field to identify target of rubric: a peer, a lesson plan, a field location, etc.)	**Level A** (Score 5)	**Level B** (Score 4-3)	**Level C** (Score 2-1)	**Level A** (Score 0)	**Score**
First requirement to rate					
Second requirement to rate					
Third requirement to rate					
Fourth requirement to rate					
Fifth requirement to rate					
Sixth requirement to rate					

Feedback:
(this field is optional)

Total

Rating Scale Rubric

Statement of Learning Outcomes and Learning Experience
(Can include score or range)

Performance Requirements (this column head can include a rater completed field to identify target of rubric: a peer, a lesson plan, a field location, etc.)	**Check If Always Present** (Score 5)	**Check If Often Present** (Score 4-3)	**Check If Rarely Present** (Score 2-1)	**Check If Not Present** (Score 0)	**Score**
First requirement to rate					
Second requirement to rate					
Third requirement to rate					
Fourth requirement to rate					
Fifth requirement to rate					
Sixth requirement to rate					
Seventh requirement to rate					
Eighth requirement to rate					
Ninth requirement to rate					

Feedback:
(this field is optional)

Total

General Rubric Layouts continued

Score										Total	
Checklist Rubric											
Statement of Learning Outcomes and Learning Experience (Can include score)											
Check If Present (Score 2)	**Check If Not-Present** (Score 0)	**Performance Requirements** typically a task based list (greeted customer, presented self well, offered options) or a procedural list (go to gate, open gate, walk through gate, close gate)									
		First requirement to meet									
		Second requirement to meet									
		Third requirement to meet									
		Fourth requirement to meet									
		Fifth requirement to meet									
		Sixth requirement to meet									
		Seventh requirement to meet									
		Eighth requirement to meet									
		Ninth requirement to meet									
Feedback: (this field is optional)											

References And Appendix

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Locating rubrics and rubric templates (Online Resources):

- Annenberg Learner Interactive rubric builder for writing activities:
  http://www.learner.org/workshops/hswriting/interactives/rubric/index.html
- Introduction to Rubrics, An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning:
  http://www.introductiontorubrics.com/samples.html
- Texas A&M University Student Leader Learning Outcomes (SLLO) Project Rubrics:
  http://sllo.tamu.edu/rubrics
- Univeristy of Texas at Austin–Assess Learning:
  http://learningsciences.utexas.edu/teaching/assess-learning
- Viewpoints Journal–Building A Better Mousetrap: The Rubric Debate:
  http://faculty.ccp.edu/dept/viewpoints/w06v7n2/rubrics1.htm

The appendix:

The remaining pages in this workbook are attachments to help support you as you develop and refine your rubrics. Some of the attachments are directly referenced in the workbook and others are attached as useful resources.

Assessing rubrics and assessment processes

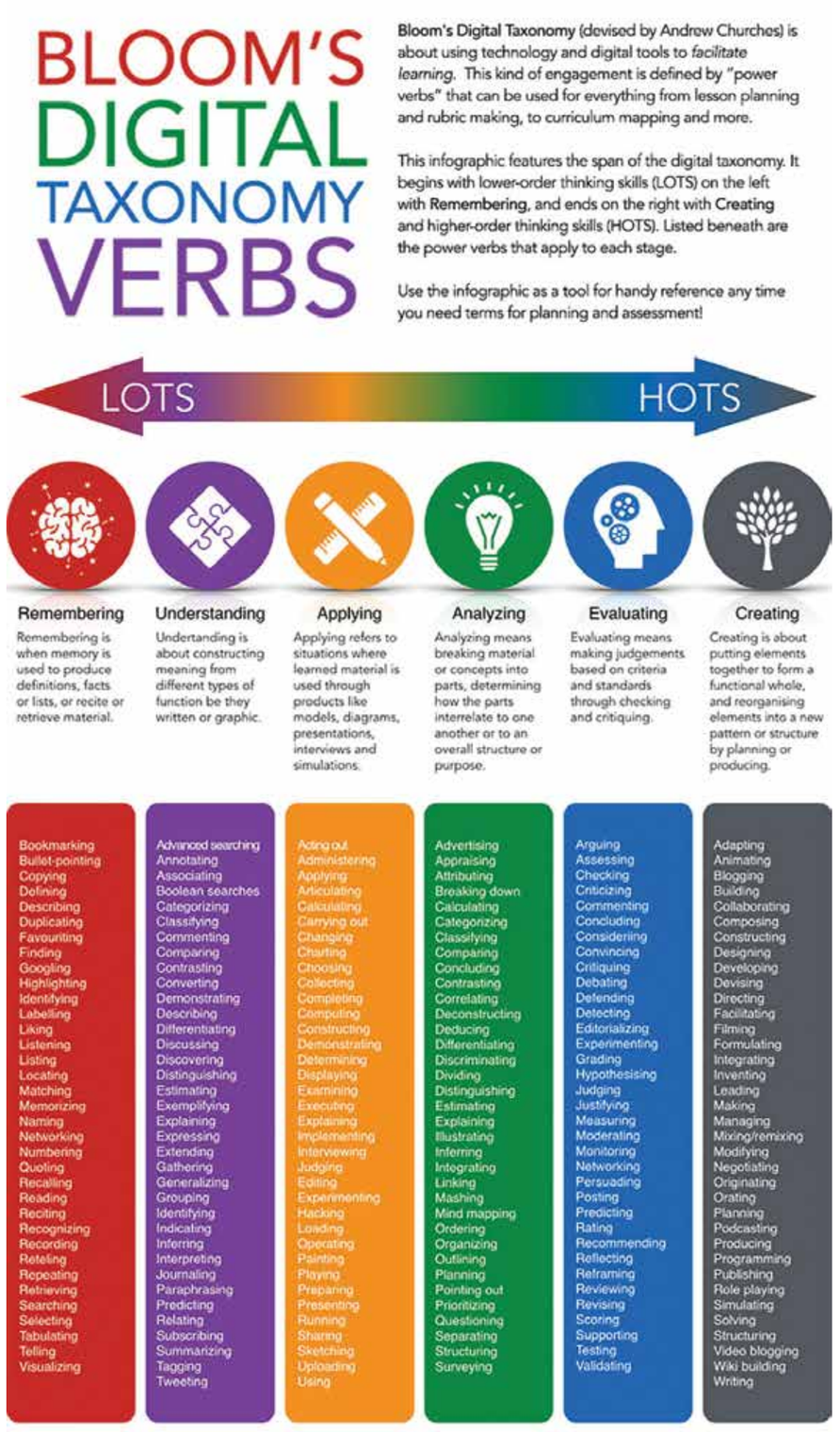
An effective means of evaluating a rubric design is to use a meta-rubric, which is a rubric designed to evaluate the essential criteria of a rubric. Additional information on the concept of meta-assessment can be found at the National Institute for Learning Outcomes Assessment (NILOA) blog: The Surprisingly Useful Practice of Meta-Assessment https://illinois.edu/blog/view/915/99344

A Meta-Rubric For Evaluating Rubric Design

Rubric part	Evaluation criteria	Yes	No
The dimensions	Does each dimension cover important parts of the final student performance?		
	Does the dimension capture some key themes in your teaching?		
	Are the dimensions clear?		
	Are the dimensions distinctly different from one another?		
	Do the dimensions represent skills that the student knows something about already (e.g., organization, analysis)?		
The descriptions	Do the descriptions match the dimensions?		
	Are the descriptions clear and different from each other?		
	If you used points, is there a clear basis for assigning points for each dimension?		
	If using a three-to-five level rubric, are the descriptions appropriately and equally weighted across the three-to-five levels?		
The scale	Do the descriptors under each level truly represent that level of performance?		
	Are the scale labels encouraging and still quite informative without being negative and discouraging?		
	Does the rubric have a reasonable number of levels for the age of the student and the complexity of the assignment?		
The overall rubric	Does the rubric clearly connect to the outcomes that it is designed to measure?		
	Can the rubric be understood by external audiences?		
	Does it reflect teachable skills?		
	Does the rubric reward or penalize students based on skills unrelated to the outcome being measured that you have not taught?		
	Have all students had an equal opportunity to learn the content and skills necessary to be successful on the assignment?		
	Is the rubric appropriate for the conditions under which the assignment was completed?		
	Does the rubric include the assignment description or title?		
	Does the rubric address the student's performance as a developmental task?		
	Does the rubric inform the student about the evaluation procedures when their work is scored?		
	Does the rubric emphasize the appraisal of individual or group performance and indicate ways to improve?		
Fairness and sensibility	Does it look like the rubric will be fair to all students and free of bias?		
	Does it look like it will be useful to students as performance feedback?		
	Is the rubric practical given the kind of assignment?		
	Does the rubric make sense to the reader?		

Original Source for above meta-rubric:

Stevens, D.D. & Levi, A.J. (2004). Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning. Sterling, VA: Stylus.



Assessment Bootcamp
Writing Outcomes Worksheet

Kim Yousey-Elsener

1. What is the purpose of this assessment? What information do you need? What do you hope to find out?

2. Is this a ☐ learning or ☐ operational outcome?

3. If learning, what is the:

- **Time frame:**
- **Population:**
- **Action verb:**
- **Result:**

4. If operational, what is the:

- **Time frame:**
- **Office/service to change:**
- **Action verb:**
- **Intended results/reason:**

5. Based on your answer, write the outcome in a sentence:

6. Check your work, to see if your outcome is SMART:

S: Specific – Caution, if you used words like communication skills, leadership skills and critical thinking, you are not being specific enough. Define what that means in the specific context of your program/service.

- Yes? Move on to measurable
- No - Revise your outcome and then move on to measurable

M: Measurable – Can you initially see how you could collect data about this outcome? If you can say, "Yes we can do a survey about that or focus group or rubric…" then you are on the right track.

- **Yes? –** Move on to achievable
- **No –** Check with someone who may know more about assessment than you; sometimes it is measurable and you just need to build up your assessment tool set. If you aren't sure, then try revising your outcome.

A: Achievable – Can your program/service/workshop/course/etc. realistically achieve this outcome? (Hint: If you used the word AND in your outcome, you may have written two outcomes in one. Take a moment to consider if you and your students can accomplish both given your time and resources.)

- **Yes? –** Move on to relevant
- **No –** Revise your outcome; simplify to make it more achievable. If you have two outcomes in one, you may want to split them up to make it more manageable.

R: Relevant – Go back to your initial purpose -- Does your outcome align with that purpose? Will people find it valuable? If it's important to align with a larger framework (e.g., strategic plan, learning goals), test the outcome to make sure it lines up with these "bigger picture" items.

- **Yes? –** Move on to time sensitive
- **No –** Revise your outcome so that it aligns with your purpose or framework

T: Time Sensitive–Can you easily identify when this outcome will happen?

- **Yes? –** Time to test your outcome with a peer
- **No –** Revise your outcome to be more time specific

About the VALUE Rubrics

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 by shared nationally through a common dialog and understanding of student success.

The following pages present the VALUE Rubrics produced by AAC&U, without the introduction page, which has additional information for each rubric as illustrated below for the "Critical Thinking" VALUE Rubric. To reference the introductory page for a rubric visit the VALUE Rubrics page at the AAC&U's web site: https://www.aacu.org/value-rubrics.

Critical Thinking VALUE Rubric

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.

Critical Thinking VALUE Rubric

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.

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
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
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.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/ hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Civic Engagement VALUE Rubric

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.

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
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.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to tone's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and 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.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/ Structures	Demonstrates ability & commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.

Critical Thinking VALUE Rubric

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.

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
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
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.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/ hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Ethical Reasoning VALUE Rubric

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.

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
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 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.

Global Learning VALUE Rubric

Definition–Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

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
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

Information Literacy VALUE Rubric

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

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
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.)	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.)	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency.)	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.)
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013

Inquiry and Analysis VALUE Rubric

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.

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
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 unsupportable 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

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.

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 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.
Connections to Discipline Sees (makes) connections across disciplines, 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 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 Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	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 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)	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

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 3	Milestones 2	Benchmark 1
Knowledge Cultural self-awareness	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 Knowledge of cultural worldview frameworks	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 Empathy	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 Verbal and nonverbal communication	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 Curiosity	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 Openness	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

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.)

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
Curiosity	Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.	Explores a topic in depth, yielding insight and/or information indicating interest in the subject.	Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.	Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject.
Initiative	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work and identifies opportunities to expand knowledge, skills, and abilities.	Completes required work.
Independence	Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/ or experiences are pursued independently.	Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.	Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.	Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.
Transfer	Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.	Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.
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.

Oral Communication VALUE Rubric

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.

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
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

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 3	Milestones 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.
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

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 3	Milestones 2	Benchmark 1
Interpretation Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.	Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. 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.
Representation Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)	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 Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis	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 Ability to make and evaluate important assumptions in estimation, modeling, and data analysis	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 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)	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

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)

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
Comprehension	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Genres	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.	Articulates distinctions among genres and their characteristic conventions.	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.	Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.
Relationship to Text Making meanings with texts in their contexts	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
Analysis Interacting with texts in parts and as wholes	Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
Interpretation Making sense with texts as blueprints for meaning	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.
Reader's Voice Participating in academic discourse about texts	Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.	Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.

Teamwork VALUE Rubric

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 3	Milestones 2	Benchmark 1
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: • 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.

Written Communication VALUE Rubric

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 Includes considerations of audience, purpose, and the circumstances surrounding the writing 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).
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 Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	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.