Memorandum

To: Faculty Senate
Seton Hall University

From: Karen E. Boroff, Ph.D.
Interim Provost and Executive Vice President

Re: Minor in Sports Media
2018-ES-14

Date: June 28, 2018

The Office of the Provost is in receipt of the Faculty Senate’s approval of the minor in Sports Media. This approval was given at the June 1, 2018 meeting of the Senate.

We have reviewed the materials submitted to the Senate Academic Policy Committee by Dr. Jonathan Kraszewski and Professor B. J. Schecter regarding the proposed minor in Sports Media. This program is designed to include many interdisciplinary aspects of the media industry and should be of interest to many of our undergraduate students.

The proposal lists a number of goals for students minoring in Sports Media. Many of these goals speak about exposure to the industry, of opportunities to be published in professional outlets, and an ability to gain internships and jobs after graduation. These are all attractive selling points for the program. In order to give my approval, I need to see some well developed learning objectives. By this I mean that I am looking for concrete skills and competencies that a student must demonstrate in order to successfully complete this minor. Perhaps a student must demonstrate skills in the use of social media, provide an in depth critique of television coverage of a major sports events, or analyze data regarding the profitability of the entry of a new team in a certain market region. It is important for our ongoing efforts to prepare for Middle States’ Assessment, that we have information that can be assessed and used to refine our instructional efforts. To this end, I have asked all new curricular changes to be submitted with appropriate learning objectives. I am attaching a VALUE Rubric developed by the AACU and the Ability-Based Learning Program from Alverno College. These learning outcomes could be easily modified to provide the pathway for students to acquire important skills sets that would not only benefit their sports media studies, but their success in general.

As soon as this work is complemented, I shall approve the minor. Depending upon the timing of this work, the minor may still be advertised to impact the fall 2019 recruited class, especially if the work can be completed by December 2018.
ABILITY-BASED LEARNING PROGRAM

Since the early 1970s, the Alverno College faculty have been developing and implementing ability-based undergraduate education. More recently, educators at every level — elementary, secondary, undergraduate, postgraduate, and professional — have become involved in an effort to redefine education in terms of abilities needed for effectiveness in the worlds of work, family, and civic community.

One of the greatest challenges to faculty in shaping an ability-based program is the tendency to think of the development of abilities in contrast to a mastery of subject matter or content, as if one precludes the other. Through our practice, we have learned that it is impossible to teach for abilities without a subject matter context. The distinctive feature of an ability-based approach is that we make explicit the expectation that students should be able to do something with what they know.

Few educators would argue with the proposition that a close reading of a philosophic text should have an impact on the thinking of students beyond merely grasping the meaning. The encounter with complex ideas should help develop the students’ ability to reason and question and help them one day to think and act effectively in contexts removed from the original concern of the text. By making such expectations explicit and by clarifying steps one can take to develop cognitive and affective habits, we assist students in learning how to learn.

Ability-Based Learning Outcomes
The specific abilities identified by our faculty as central to our approach to liberal arts and professional education are:

- Communication
- Analysis
- Problem Solving
- Valuing in Decision-Making
- Social Interaction
- Developing a Global Perspective
- Effective Citizenship
- Aesthetic Engagement

These are the most visible features of our learning program. However, it would be a fundamental misperception to see students’ development and demonstration of these eight abilities as the primary outcome or end of an Alverno education. Our ultimate goal is the development of each student as an educated, mature adult with such personal characteristics as

- a sense of responsibility for one’s own learning and the ability and desire to continue learning independently
- self-knowledge and the ability to assess one’s own performance critically and accurately
- an understanding of how to apply knowledge and abilities in many different contexts

Essentially, our goal for students is independent lifelong learning, and the development and demonstration of specific abilities in disciplinary and interdisciplinary contexts are a means to that end. For example, our formal requirement that students develop specific abilities in one course context and then apply them to the subject matter of another courses encourages every student in the college to transfer learning independently because the explicit expectation makes every student aware of the possibility.

Individual Abilities as Frameworks for Learning
In the educational program described above, individual abilities cannot be separated from each other or from the individual who performs them. There can be no effective social interaction, for example, without the ability to speak clearly and persuasively; one cannot engage aesthetically with works of art without a sensitivity to the values that underlie judgment.

But we make conceptual distinctions among the abilities in order to teach for them. Each ability provides a framework or a plan for students to work effectively with the subject matter of their courses. As students gain experience, they begin to draw upon various abilities they have learned and combine them in more complex ways.

(Continued on back)
ABILITIES AND DEVELOPMENTAL LEVELS

1. Communication: Speaking, Writing, Listening, Reading, Quantitative Literacy, Computer Literacy

*Beginning Levels:* Uses self-assessment to identify and evaluate communication performance
  - **Level 1** — Recognizes own strengths and weaknesses in different modes of communication
  - **Level 2** — Recognizes the processes involved in each mode of communication and the interactions among them

*Intermediate Levels:* Communicates using discipline concepts and frameworks with growing understanding
  - **Level 3** — Uses communication processes purposefully to make meaning in different disciplinary contexts
  - **Level 4** — Connects discrete modes of communication and integrates them effectively within the frameworks of a discipline

*Advanced Levels in Areas of Specialization:* Performs clearly and sensitively in increasingly more creative and engaging presentations
  - **Level 5** — Selects, adapts, and combines communication strategies in relation to disciplinary/professional frameworks and theories
  - **Level 6** — Uses strategies, theories, and technologies that reflect engagement in a discipline or profession

2. Analysis

*Beginning Levels:* Accurately observes individual parts of phenomena and their relationship to one another
  - **Level 1** — Observes accurately individual parts of phenomena and their relationship to one another
  - **Level 2** — Draws reasonable inferences from observations of individual parts of phenomena and their relationship to one another

*Intermediate Levels:* Uses disciplinary concepts and frameworks with growing discernment and transparency
  - **Level 3** — Perceives and makes relationships using disciplinary concepts and frameworks with growing understanding
  - **Level 4** — Analyzes structure and organization using disciplinary concepts and frameworks with growing understanding

*Advanced Levels in Areas of Specialization:* Consciously and purposefully applies disciplinary frameworks to analyze complex phenomena
  - **Level 5** — Refines understanding of frameworks and identifies criteria for determining what frameworks are suitable for explaining a phenomenon
  - **Level 6** — Independently applies frameworks from major and minor discipline to analyze complex issues

3. Problem Solving

*Beginning Levels:* Articulates and uses a process to solve a problem
  - **Level 1** — Articulates own problem solving process

*Level 2:* Identifies and uses elements of problem solving processes

*Intermediate Levels:* Demonstrates increasing independence in implementing and evaluating disciplinary problem solving
  - **Level 3** — Implements a disciplinary problem solving process in a real or simulated context and evaluates the process and/or the solution
  - **Level 4** — Independently analyzes, selects, uses, and evaluates various disciplinary approaches to solve problems

*Advanced Levels in Areas of Specialization:* Solves problems effectively in professional situations
  - **Level 5** — Collaborates effectively in designing and implementing potential solutions to complex disciplinary problems
  - **Level 6** — Independently adapts problem solving processes in addressing evolving professional situations, recognizing personal values and adhering to professional standards

4. Valuing in Decision-Making

*Beginning Levels:* Explores the valuing process
  - **Level 1** — Identifies own and others’ values and some key emotions they evoke
  - **Level 2** — Connects own values to behavior and articulates the affective, cognitive, spiritual and behavioral dimensions of this process

*Intermediate Levels:* More precisely analyzes the role of groups, cultures, and societies in the construction of values and their expression in moral systems or ethical frameworks
  - **Level 3** — Analyzes reciprocal relationship between own values and their social contexts and explores how that relationship plays out
  - **Level 4** — Uses the perspectives and concepts of particular disciplines to inform moral judgments and decisions

*Advanced Levels in Areas of Specialization:* Explores and applies value systems and ethical codes at the heart of the field
  - **Level 5** — Uses valuing frameworks of a major field of study or profession to engage significant issues in personal, professional, and civic contexts
  - **Level 6** — Consistently examines and cultivates own value systems in order to take initiative as a responsible self in the world

5. Social Interaction

*Beginning Levels:* Learns frameworks and self-assessment skills to support interpersonal and task-oriented group interactions
  - **Level 1** — Recognizes analytic frameworks as an avenue to becoming aware of own behaviors in interactions with diverse others and to participating fully in those interactions
  - **Level 2** — Gains insight into the affective and practical ramifications of one’s interactions, in their social and cultural context, by observing others’ examples, experiencing new situations, and applying analytic frameworks
Intermediate Levels: Uses analytic frameworks and self awareness to engage with others in increasingly effective interaction across a range of situations

Level 3 — Increases effectiveness in group and interpersonal interaction based on careful analysis and awareness of self and others in social and cultural contexts

Level 4 — Displays effective interactions in group and interpersonal situations, reflecting cognitive understanding of social and cultural contexts, and awareness of affective components of own and others’ behavior

Advanced Levels in Areas of Specialization: Integrates discipline-specific frameworks with social interaction frameworks to function effectively with diverse stakeholders in professional roles

Level 5 — Consistently and with increasing autonomy demonstrates effective professional interaction using multiple disciplinary frameworks to interpret behavior and monitor own interaction choices

Level 6 — Uses leadership abilities to facilitate achievement of professional goals in effective interpersonal and group interactions

6. Developing a Global Perspective

Beginning Levels: Identifies what shapes own opinions and judgments with regard to global issues, and uses course concepts to broaden own perspective

Level 1 — Explores one’s understanding of the world’s diversity and interconnection, identifies some of the sources of one’s own knowledge and beliefs, and articulates own perspectives on issues with global dimensions

Level 2 — Learns and uses concepts from a variety of courses to describe the world’s diversity and interconnections

Intermediate Levels: Uses frameworks from multiple disciplines to deepen understanding of global issues from a variety of perspectives

Level 3 — Selects and applies disciplinary frameworks in order to identify implications of the world’s diversity and global interconnections within a particular context

Level 4 — Draws on disciplinary frameworks to articulate a perspective markedly different from one’s own on a topic with global dimensions, demonstrating awareness of the worldviews underlying that perspective as well as the likely implications of holding the perspective

Advanced Levels in Areas of Specialization: Uses selected discipline theories to analyze the connections between and among complex global systems

Level 5 — Selects, adapts, and uses theoretical approaches from the major/discipline to analyze, evaluate, or generate a response to issues with global dimensions

Level 6 — Integrates theoretical frameworks, both from within and beyond the major/discipline, to analyze, evaluate, or generate an independent approach to topics of global significance

7. Effective Citizenship

Beginning Levels: Identifies significant community issues and assesses ability to act on them

Level 1 — Begins to assess one’s own knowledge, skills, and other background relevant to thinking about and acting on community issues

Level 2 — Applies concepts from the disciplines to identify and describe issues that affect communities as well as strategies to address the identified issues

Intermediate Levels: Works within both organizational and community contexts to apply developing citizenship skills

Level 3 — Recognizes that effective citizenship is exercised in the context of society; learns to analyze individuals and organizations in terms of roles and structures to see how individuals work within organizations and how organizations coordinate with one another to achieve common goals

Level 4 — Applies developing citizenship skills in service to a selected community by developing an action plan with criteria for evaluation

Advanced Levels in Areas of Specialization: Takes a leadership role in addressing organizational and community issues

Level 5 — Uses discipline concepts, frameworks, and theories to identify, analyze, and recommend change in a political, social, or professional setting

Level 6 — Develops a plan for effecting change in a political, social, or professional setting, modifies plan as a result of feedback, and attempts to implement the plan to the extent practicable

8. Aesthetic Engagement

Beginning Levels: Develops an openness to the arts

Level 1 — Makes informed artistic and interpretive choices

Level 2 — Articulates rationale for artistic choices and interpretations

Intermediate Levels: Refines artistic and interpretive choices by integrating own aesthetic experiences with a broader context of disciplinary theory and cultural and social awareness

Level 3 — Revises choices by integrating disciplinary contexts

Level 4 — Develops awareness of creative and interpretive processes

Advanced Levels in Areas of Specialization: Creates works of art and/or interpretive strategies and theories that synthesize personal preferences and disciplinary concepts

Level 5 — Develops and expresses personal aesthetic vision

Level 6 — Integrates aesthetic vision into academic, professional, and personal life
Teaching and Assessing Student Abilities

In order to make these complex abilities teachable, we have articulated each one as a series of developmental levels corresponding to student progress across the college career, from general education (levels one through four) to specialized work in the majors and supporting areas of study (levels five and six). For each level of ability we have devised criteria for the ability being performed.

These criteria serve two purposes. They provide a student with a tangible goal for learning, and they give the faculty a standard for judging and certifying that the student has demonstrated the ability. These collegewide criteria are generic in the sense that they are not tied to specific courses. Each faculty member writes explicit performance criteria in language appropriate to the context of specific courses. But the common understanding on the part of faculty helps to ensure that the student recognizes that the same basic ability has relevance in multiple course contexts and that the student is refining each ability through multiple applications.

As a context for evaluating student demonstration of abilities, we have developed the concept of student assessment as a multidimensional process of judging the individual in action. Assessment is multidimensional, both in the sense that students have multiple opportunities to demonstrate specific abilities, and that individual assessments engage students in multiple ways — as writers, as speakers, as creators of artifacts.

In both course-based assessments and integrative assessments that focus student learning from several courses, we elicit samples of performance representing the expected learning outcomes of a course or program. Faculty and other trained assessors observe and judge a student’s performance based on explicit criteria. Their diagnostic feedback, as well as the reflective practice of self assessment by each student, helps to create a continuous process that improves learning and integrates it with assessment.

General Education

Each department emphasizes the abilities most closely related to its studies and takes responsibility for providing learning and assessment opportunities for those abilities. In beginning courses, students develop and demonstrate levels one and two of the abilities. They continue to advance through the levels within a coherent arrangement of courses. The distribution of learning and assessment opportunities among all general education courses in the humanities, fine arts, natural and behavioral sciences as well as the introductory courses in majors and supporting areas of study, assures students of multiple opportunities to demonstrate all eight abilities through level four. And since each course Beyond the introductory level carries ability prerequisites as well as course prerequisites, students are assured of taking each course when they are ready to develop the levels of abilities emphasized there.

Specialization

Each department has specified the integrated knowledge/performance expectations of advanced level undergraduate specialization in its major and has related those to the appropriate general abilities of the entire college curriculum. For example, English faculty have determined that one of the outcomes they expect for their majors is to “communicate an understanding of literary criticism, question its assumptions, and use its frameworks to analyze and evaluate works.” The department has made explicit connections between this outcome and communication, analysis, valuing, and aesthetic response abilities at the advanced levels.

For a major in chemistry, students must “use different strategies and models of chemistry to analyze and synthesize chemical data” and “critique the data, strategies, and models of chemistry.” The primary focus of these outcomes is level six of analysis — independent application of theory. But students must also draw upon their valuing ability to critique the underlying assumptions of the theoretical models, and they must be able to communicate their analysis and criticism effectively in different modes. In essence, students at the advanced level must be able to engage all of their abilities to be effective.

This brief overview represents a curriculum in the process of ongoing development. Over the years we continue to revise our sense of the meaning of the abilities. Our insights grow from our experience of teaching them and studying how our students develop them. We expect that our ability-based curriculum will always be a “work in progress” and that we will be able to serve as models of lifelong learners for our students.

Materials for further reading on teaching for outcomes across the curriculum, on student assessment, on ability-based curricula in major fields, and research and evaluation studies of the value, worth, and effectiveness of the curriculum are available from:

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414-382-6087
alverno.edu
CIVIC ENGAGEMENT VALUE RUBRIC

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 benefit nationally through a common dialogue and understanding of student success.

Definition

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

Framing Language

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

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

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

Glossary

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

- Civic identity: When one sees him or herself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of cause context, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as a common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Reprinted from the Center for Civic Engagement Website, May 5, 2000.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locale where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.
# Civic Engagement VALUE Rubric

*For more information, please contact value@aacu.org*

**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.

<table>
<thead>
<tr>
<th>Diversity of Communities and Cultures</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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</tbody>
</table>

| 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 that is relevant to civic engagement and to one'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 herself/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 herself/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 for 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 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 civic 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 civic leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions. | Has clearly participated in civicly 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 limited internalization of understanding of their aims or effects and little commitment to future action. |

| Civic Contexts/Structures | Demonstrates ability and 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 more than one way to see what fits. |
CREATIVE THINKING VALUE Rubric

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

Definition

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

Framing Language

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

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

Glossary

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

- **Exemplar**: A model or pattern to be copied or imitated (quoted from www.dictionaryreference.com/browse/exemplar).
- **Domain**: Field of study or activity and a sphere of knowledge and influence.
**Creative Thinking VALUE Rubric**

for more information, please contact sube@aacu.org

**Definition**

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

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

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<tbody>
<tr>
<td>Acquiring Competencies</td>
<td>Reflect: Evaluates creative process and product using domain-appropriate criteria.</td>
<td>Create: Creates an entirely new object, solution or idea that is appropriate to the domain.</td>
</tr>
<tr>
<td>Taking Risks</td>
<td>Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.</td>
<td>Incorporates new directions or approaches to the assignment in the final product.</td>
</tr>
<tr>
<td>Solving Problems</td>
<td>Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.</td>
<td>Having selected from among alternatives, develops a logical, consistent plan to solve the problem.</td>
</tr>
<tr>
<td>Embracing Contradictions</td>
<td>Integrates alternate, divergent, or contradictory perspectives or ideas fully.</td>
<td>Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.</td>
</tr>
<tr>
<td>Innovative Thinking</td>
<td>Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.</td>
<td>Creates a novel or unique idea, question, format, or product.</td>
</tr>
<tr>
<td>Connecting, Synthesizing, Transforming</td>
<td>Transforms ideas or solutions into entirely new forms.</td>
<td>Synthesizes ideas or solutions into a coherent whole.</td>
</tr>
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CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@acu.org

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Definition

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

Framing Language

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

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

Glossary

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

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from dictionaryreference.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.

<table>
<thead>
<tr>
<th>Explanation of issues</th>
<th>Evidence: Selecting and using information to investigate a point of view or conclusion</th>
<th>Influence of context and assumptions</th>
<th>Student's position (perspective, thesis/hypothesis)</th>
<th>Conclusions and related outcomes (implications and consequences)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone 4</td>
<td>Milestones 3</td>
<td>Benchmark 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
</tr>
<tr>
<td>Evidence is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Evidence is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Evidence 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 fact, with little questioning.</td>
<td>Evidence is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
<td>Evidence is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
</tr>
<tr>
<td>Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others' assumptions and several relevant contexts when presenting a position.</td>
<td>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than ones own (or vice versa).</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
<td>Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.</td>
</tr>
<tr>
<td>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).</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</td>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
</tr>
<tr>
<td>Conclusions and related outcomes (implications and consequences) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints, related outcomes (implications and consequences) are identified clearly.</td>
<td>Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (implications and consequences) are identified clearly.</td>
<td>Conclusion is inconsistently tied to some of the information discussed; related outcomes (implications and consequences) are oversimplified.</td>
<td>Conclusion is inconsistently tied to some of the information discussed; related outcomes (implications and consequences) are oversimplified.</td>
</tr>
</tbody>
</table>
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

**Definition**

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

**Framing Language**

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

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

**Glossary**

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

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

*for more information, please contact value@acu.org*

**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.

<table>
<thead>
<tr>
<th></th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Self-Awareness</td>
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<tr>
<td>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.</td>
<td>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.</td>
<td>Student states both core beliefs and the origins of the core beliefs.</td>
<td>Student states either their core beliefs or articulates the origins of the core beliefs but not both.</td>
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</tr>
<tr>
<td>Understanding Different Ethical Perspectives/Concepts</td>
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<tr>
<td>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.</td>
<td>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.</td>
<td>Student can name the major theory she/he uses, and is only able to present the gist of the named theory.</td>
<td>Student only names the major theory she/he uses.</td>
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<tr>
<td>Ethical Issue Recognition</td>
<td></td>
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<tr>
<td>Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.</td>
<td>Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.</td>
<td>Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.</td>
<td>Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.</td>
<td></td>
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<tr>
<td>Application of Ethical Perspectives/Concepts</td>
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</tr>
<tr>
<td>Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.</td>
<td>Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.</td>
<td>Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.</td>
<td>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).</td>
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<tr>
<td>Evaluation of Different Ethical Perspectives/Concepts</td>
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</tr>
<tr>
<td>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.</td>
<td>Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's defense is adequate and effective.</td>
<td>Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's defense is inadequate.</td>
<td>Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.</td>
<td></td>
</tr>
</tbody>
</table>
GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@acu.org

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.

Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curriculum and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Glossary

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

Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural Diversity: the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society—locally, nationally, and globally—and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

Global Systems: the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

Knowledge Application: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.
**GLOBAL LEARNING VALUE RUBRIC**

for more information, please contact vulen@aeasc.org

**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.

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<tr>
<th>Capstone</th>
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<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**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 (e.g., 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.
- Identifies 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 world.
- 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 world.
- Examines the historical and contemporary rules, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural world.
- Identifies the basic role of some local and local institutions, ideas, and processes in the human and natural world.

**Applying Knowledge to Contemporary Global Contexts**

- Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using inter-disciplinary 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

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. In July 2013, there was a correction to Dimension 3: Evaluate Information and its Sources Critically.

Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

- Adopted from the National Forum on Information Literacy

Framing Language

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

for more information, please contact value@aacu.org

**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. - 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 (call one) level performance.

<table>
<thead>
<tr>
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<th>Capstone 4</th>
<th>Milestone 3</th>
<th>Milestone 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Determine the Extent of Information Needed</strong></td>
<td>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.</td>
<td>Defines the scope of the research question or thesis. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Access the Needed Information</strong></td>
<td>Accesses information using effective, well-designed search strategies and most appropriate information sources.</td>
<td>Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.</td>
<td>Accesses information using simple search strategies, retrieves information from limited and similar sources.</td>
<td>Accesses information randomly, retrieves information that lacks relevance and quality.</td>
</tr>
<tr>
<td><strong>Evaluate Information and its Sources Critically</strong></td>
<td>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).</td>
<td>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).</td>
<td>Chooses a variety of information sources. Selects sources using limited criteria (such as relevance to the research question and currency).</td>
<td>Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).</td>
</tr>
<tr>
<td><strong>Use Information Effectively to Accomplish a Specific Purpose</strong></td>
<td>Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.</td>
<td>Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.</td>
<td>Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Access and Use Information Ethically and Legally</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013*
INQUIRY AND ANALYSIS VALUE RUBRIC
for more information, please contact value@nacac.org

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

Definition

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

Framing Language

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

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

Glossary

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

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

for more information, please contact value@aacu.org

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

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

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

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 under-graduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

**Definition**

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

**Framing Language**

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

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

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

**Glossary**

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

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

**Definition**

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

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

<table>
<thead>
<tr>
<th>Connections to Experience (Connects relevant experience and academic knowledge)</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>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.</td>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledges perspectives other than one's own.</td>
<td>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.</td>
</tr>
</tbody>
</table>

| 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) (e.g. 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, reflection, 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

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

Definition

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

Framing Language

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

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

Glossary

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

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

**Definition**


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

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong>&lt;br&gt;Cultural self-awareness</td>
<td>Articulates insights into own cultural rules and biases (e.g., seeing 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.)&lt;br&gt;&lt;br&gt;<strong>Knowledge</strong>&lt;br&gt;Knowledge of cultural worldview frameworks</td>
<td>Recognizes new perspectives about own cultural rules and biases (e.g., not focusing on stereotypical representations, comfortable with the complexities that new perspectives offer.)</td>
</tr>
<tr>
<td><strong>Skills</strong>&lt;br&gt;Empathy</td>
<td>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.</td>
<td>Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.</td>
</tr>
<tr>
<td><strong>Skills</strong>&lt;br&gt;Verbal and nonverbal communication</td>
<td>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 these differences.</td>
<td>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on these differences.</td>
</tr>
<tr>
<td><strong>Attitudes</strong>&lt;br&gt;Curiosity</td>
<td>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</td>
<td>Asks deeper questions about other cultures and seeks out answers to these questions.</td>
</tr>
<tr>
<td><strong>Attitudes</strong>&lt;br&gt;Openness</td>
<td>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</td>
<td>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</td>
</tr>
</tbody>
</table>
Foundations and Skills for Lifelong Learning VALUE Rubric

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

Definition

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

Framing Language

This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria. Work samples or collections of work tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students' growth and development. Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.
# 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, from www.eee-educoop.net/education_in/pdf/lifelong-oth-enl-02.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.

<table>
<thead>
<tr>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curiosity</strong>&lt;br&gt;4</td>
<td>Explores a topic in depth, yielding a rich awareness and/or little-known information indicating intense interest in the subject.</td>
<td>Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject.</td>
</tr>
<tr>
<td><strong>Initiative</strong>&lt;br&gt;Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.</td>
<td>Completes required work and identifies opportunities to expand knowledge, skills, and abilities.</td>
</tr>
<tr>
<td><strong>Independence</strong>&lt;br&gt;Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/or experiences are pursued independently.</td>
<td>Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.</td>
<td>Beyond classroom requirements, pursues additional knowledge and/or shows interest in pursuing independent educational experiences.</td>
</tr>
<tr>
<td><strong>Transfer</strong>&lt;br&gt;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.</td>
<td>Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
</tr>
<tr>
<td><strong>Reflection</strong>&lt;br&gt;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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
**ORAL COMMUNICATION VALUE RUBRIC**

*for more information, please contact valor@nacu.org*

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

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

**Definition**

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

**Framing Language**

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

**Glossary**

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

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

For more information, please contact value@aacu.org

**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.

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

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

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

Definition

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

Framing Language

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

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

Glossary

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

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

for more information, please contact value@acu.org

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

_Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell no) level performance._

<table>
<thead>
<tr>
<th>Define Problem</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone</strong></td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Define Problem</td>
<td>Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.</td>
<td>Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.</td>
</tr>
<tr>
<td>Identify Strategies</td>
<td>Identifies multiple approaches for solving the problem that apply within a specific context.</td>
<td>Identifies multiple approaches for solving the problem, only some of which apply within a specific context.</td>
</tr>
<tr>
<td>Propose Solutions/Hypotheses</td>
<td>Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</td>
<td>Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</td>
</tr>
<tr>
<td>Evaluate Potential Solutions</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Implement Solution</td>
<td>Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.</td>
<td>Implements the solution in a manner that addresses multiple contextual factors of the problem.</td>
</tr>
<tr>
<td>Evaluate Outcomes</td>
<td>Reviews results relative to the problem defined with thorough, specific considerations of need for further work.</td>
<td>Reviews results relative to the problem defined with some consideration of need for further work.</td>
</tr>
</tbody>
</table>
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

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

Quantitative Literacy Across the Disciplines

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

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

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

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

Framing Language

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

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

For more information, please contact value@acu.org

**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 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.

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</strong></td>
<td>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.</td>
<td>Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For example, accurately explains trend data shown in a graph, but may misinterpret the slope of the trend line.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Representation</strong></td>
<td>Skilfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.</td>
<td>Competently converts relevant information into an appropriate and desired mathematical portrayal.</td>
<td>Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.</td>
</tr>
<tr>
<td><strong>Calculation</strong></td>
<td>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.).</td>
<td>Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.</td>
<td>Calculations are attempted but are both unsuccessful and not comprehensive.</td>
</tr>
<tr>
<td><strong>Application/Analysis</strong></td>
<td>Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.</td>
<td>Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.</td>
<td>Uses the quantitative analysis of data as the basis for tentative, basic judgments, although hesitant or uncertain about drawing conclusions from this work.</td>
</tr>
<tr>
<td><strong>Assumptions</strong></td>
<td>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.</td>
<td>Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.</td>
<td>Attempts to describe assumptions.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>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.</td>
<td>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 explanation may be uneven.</td>
<td>Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as &quot;many,&quot; &quot;few,&quot; &quot;increasing,&quot; &quot;small,&quot; and the like in place of actual quantities.)</td>
</tr>
</tbody>
</table>
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.


definition

Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From www.rand.org/pubs/research_briefs/RB9024/index.html)

framing language

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

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

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

Glossary

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

- Analysis: the process of recognizing and using features of a test to build a more advanced understanding of the meaning of a text. (Might include evaluation of genre, language, tone, stated purpose, explicit or implicit logic (including flaws of reasoning), and historical context as they contribute to the meaning of a test.)

- Comprehension: The extent to which a reader "gets" the test, both literally and figuratively. Accomplished and sophisticated readers will have moved from being able to "get" the meaning that the language of the test provides to being able to "get" the implications of the test, the questions it raises, and the connotations one might suggest in response to it. A helpful and accessible discussion of 'comprehension' is found in Chapter 2 of the RAND report, Reading for Understanding, www.rand.org/pubs/monograph_reports/MB1465/MB1465-2.pdf.

- Epistemological lens: The knowledge framework a reader develops in a specific discipline as she moves through an academic major (e.g., essay, textbook chapters, literary works, journal articles, lab reports, grant proposals, lectures, blogs, webpages, or literature reviews, for example). The depth and breadth of this knowledge provides the foundation for independent and self-regulated responses to the range of texts in any discipline or field that students will encounter.

- Genre: A particular kind of "text" defined by a set of disciplinary conventions or agreements learned through participation in academic discourse. Genre governs what texts can be about, how they are structured, what to expect from them, what can be done with them, how to use them.

- Interpretation: Determining or construing the meaning of a text or part of a text in a particular way based on contextual and textual information.

- Interpretive Strategies: Purposeful approaches from different perspectives, which include, for example, asking clarifying questions, building knowledge of the context in which a text was written, visualizing and considering counterfactuals (asking questions that challenge the assumptions or claims of the text, e.g., "What might our country be like if the Civil War had not happened?" How would Hamilton be different if Hamilton had simply killed the King?).

- Multiple Perspectives: Consideration of how text-based meanings might differ depending on points of view.

- Parts Titles, headings, meaning of vocabulary from context, structure of the test, important ideas and relationships among those ideas.

- Relationship to text: The set of expectations and intentions a reader brings to a particular text or set of texts.

- Searches intentionally for relationships: An active and highly-aware quality of thinking closely related to inquiry and research.

- Tastes apart: Different the level of importance or abstraction of textual elements and sees big and small pieces as parts of the whole meaning (compare to Analysis above).

- Metacognition: This is not a word that appears explicitly anywhere in the rubric, but it is implicit in a number of the descriptors, and is certainly a term that we find frequently in discussions of successful and rich learning. Metacognition, a term typically attributed to the cognitive psychologist J.R. Flavell, applied to reading refers to the awareness, deliberateness, and reflectivity of defining the activities and strategies that readers must control in order to work their ways effectively through different sorts of texts, from lab reports to sonnets, from math texts to historical narratives, or from grant applications to graphic novels, for example. Metacognition refers here as well to an accomplished reader's ability to consider the ethos reflected in any such text, and to know that one is present and should be considered in any use of, or response to a text.
# 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/ RB9024/index.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.

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>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.</td>
<td>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.</td>
<td>Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.</td>
</tr>
</tbody>
</table>

| 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 | Makes 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
for more information, please contact value@aauu.org

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

Definition

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

Framing Language

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

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

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

for more information, please contact value@aaacu.org

**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.

<table>
<thead>
<tr>
<th></th>
<th>Capstone 4</th>
<th>3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contributes to Team Meetings</strong></td>
<td>Helps the team move forward by articulating the merits of alternative ideas or proposals.</td>
<td>Offers alternative solutions or courses of action that build on the ideas of others.</td>
<td>Offers new suggestions to advance the work of the group.</td>
<td>Shares ideas but does not advance the work of the group.</td>
</tr>
<tr>
<td><strong>Facilitates the Contributions of Team Members</strong></td>
<td>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.</td>
<td>Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</td>
<td>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.</td>
<td>Engages team members by taking turns and listening to others without interrupting.</td>
</tr>
<tr>
<td><strong>Individual Contributions Outside of Team Meetings</strong></td>
<td>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.</td>
<td>Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.</td>
<td>Completes all assigned tasks by deadline; work accomplished advances the project.</td>
<td>Completes all assigned tasks by deadline.</td>
</tr>
</tbody>
</table>
| **Fosters Constructive Team Climate** | 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 team members 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 team members 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 team members 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 team members 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. |
The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

**Definition**

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

**Framing Language**

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

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

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

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


**Glossary**

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

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

**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.

<table>
<thead>
<tr>
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<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td><strong>Context of and Purpose for Writing</strong> includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>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).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
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<td><strong>Content Development</strong></td>
<td>Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.</td>
<td>Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
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<tr>
<td><strong>Genre and Disciplinary Conventions</strong> includes informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</td>
<td>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</td>
<td>Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices</td>
<td>Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation</td>
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<td><strong>Sources and Evidence</strong></td>
<td>Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.</td>
<td>Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</td>
<td>Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.</td>
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<td><strong>Control of Syntax and Mechanics</strong></td>
<td>Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</td>
<td>Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</td>
<td>Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</td>
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<td>Uses language that sometimes impedes meaning because of errors in usage.</td>
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