

**Teagle Project Summary and Second Draft of Rubrics—October 9, 2006**  
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**Learning Outcomes Associated with Intentional Learning**

Intentional learners are self-aware, self-directed, and aware of multiple perspectives. They make connections and apply skills and knowledge to different contexts.

A. Learners who are self-aware and self-directed can:

1. articulate their reasons for study within the context of a liberal arts education
2. describe and evaluate their own learning processes
3. develop plans for pursuing learning goals
4. set, pursue, and reflect upon their learning goals

B. Learners who are aware of multiple perspectives can:

5. identify diverse or conflicting concepts, viewpoints, and/or priorities
6. articulate the value of considering multiple perspectives
7. examine phenomena from multiple viewpoints

C. Learners who make connections can:

8. see connections in seemingly disparate information
9. recognize links among topics and concepts presented in different courses
10. synthesize disparate facts, theories, and concepts
11. work within a context of diverse or conflicting concepts, viewpoints, and/or priorities

D. Learners who apply skills and knowledge to different contexts can:

12. adapt what is learned in one situation to problems encountered in another
  13. connect intellectual study to personal life
  14. draw on a wide range of knowledge to make decisions
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**Operational Definitions of our Rubric Categories**

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| Below Basic | The student does not demonstrate a basic understanding of the learning outcome being assessed. Work at this level does not meet expectations for a college student.   |
| Basic       | The student appears to grasp some elements of the learning outcome being assessed, but does not demonstrate proficiency. Work at this level may be acceptable for lower-division students, but does not meet expectations for a student about to graduate from college. |
| Proficient  | The student demonstrates understanding of the learning outcome being assessed. Work at this level meets expectations for a student about to graduate from college.  |
| Advanced    | The student demonstrates sophisticated or exemplary mastery of the learning outcome. Work at this level exceeds expectations for a student about to graduate from college.  |

## **Application of These Rubrics**

These rubrics should be pilot tested and refined, as needed, to generate valid, reliable results; and readers should be calibrated on their use before evidence is assessed. You may have to elaborate or adapt details of these rubrics, based on the nature of the products or behaviors being assessed. You may be unable to apply some of the criteria specified in the rubric. For example, if the task does not require students to explain their answers, you should not penalize students for failing to provide explanations. Those who design assessment procedures, such as writing prompts, should ensure that students whose data will be assessed demonstrate the extent of their mastery of the relevant learning outcome. It is wise to pilot test procedures on a few students before collecting a lot of responses to ensure the collection of valid evidence. You should assess only those outcomes that can be examined with validity in the data you have. Assessment data are primarily collected to monitor and improve student learning. If findings also will be incorporated into research efforts, will be shared with others through presentation or publication, or will be incorporated into the Teagle project report, you should consult your IRB and ensure the use of appropriate informed consent procedures. In short:

- Pilot test the rubric and refine it, as needed
- Focus on generating valid, reliable assessments
- Calibrate readers before they assess the evidence
- Be purposeful about collecting data that show the extent of students' mastery of the outcome being assessed
- Only assess relevant learning outcomes
- Check with your IRB and use informed consent for research data

### Second Draft of Our Scoring Rubric

| Learning Outcome   | Below Basic  | Basic   | Proficient   | Advanced  |
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| 1. Articulate their reasons for study within the context of a liberal arts education | Does not provide reasons for study or provides irrelevant or inappropriate reasons for study within a context of liberal arts education. | Provides one or more valid reasons that focus on positive impact on <u>one</u> of the following broad areas: the student’s personal, professional, or civic life.   | Provides valid reasons that focus on positive impact on at least <u>two</u> of the following broad areas: the student’s personal, professional, and civic life.  | Discusses a variety of valid reasons that focus on positive impact on <u>all</u> of the following broad areas: the student’s personal, professional, and civic life.  |
| 2. Describe, evaluate, and improve their own learning processes                      | Does not address all three aspects of this outcome (describe, evaluate, and improve) or focuses only on memorization of isolated facts.  | Identifies more than one learning strategy and goes beyond memorization of isolated facts, but concentrates on learning within specific courses and/or provides minimal discussion related to evaluation and improvement. | Identifies a variety of learning strategies and when they are most effective. Describes strategies for improving learning. The response goes beyond specific courses, suggesting awareness that learning is a life-long activity and/or that learning involves making connections across contexts. | Response has all the characteristics indicating proficiency, plus demonstrates sophisticated development of learning skills that are broadly applicable in and out of the classroom <u>and</u> that involve making connections across contexts, such as connecting academic learning to personal or professional experiences. |
| 3. Develop plans for pursuing learning goals   | Does not provide a plan to pursue learning goals or describes a plan that focuses on memorization of isolated facts.                     | Provides a plan that goes beyond memorization of isolated facts, but the plan lacks sufficient detail to make effective learning likely.  | Provides a plan that is likely to result in effective learning. The plan addresses at least <u>one</u> major issue, such as: <ul style="list-style-type: none"> <li>• time management</li> <li>• use of learning skills refined through</li> </ul>   | Provides a plan that is likely to result in effective learning, as well as sophisticated discussion of at least <u>two</u> major issues, such as: <ul style="list-style-type: none"> <li>• time management</li> <li>• use of learning skills</li> </ul>   |

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|  |  |   | personal experience <ul style="list-style-type: none"> <li>• need to monitor learning and possibly adapt the plan</li> <li>• need to make connections across contexts</li> </ul> | refined through personal experience <ul style="list-style-type: none"> <li>• need to monitor learning and possibly adapt the plan</li> <li>• need to make connections across contexts</li> </ul>      |
| 4. Set, pursue, and reflect upon their learning goals                      | Does not address all three aspects of this outcome: setting, pursuing, and reflecting on learning goals.   | Addresses setting, pursuing, and reflecting on learning goals, but the response suggests need for external support from family members, friends, teachers, or others to initiate and/or complete at least one of these processes.           | Addresses setting, pursuing, and reflecting on learning goals in sufficient detail to suggest self-reliant learning.   | Addresses setting, pursuing, and reflecting on important learning goals and indicates routine, on-going reflection and flexibility in revising short- and long-term goals and/or learning strategies. |
| 5. Identify diverse or conflicting concepts, viewpoints, and/or priorities | Does not identify diverse or conflicting concepts, viewpoints, or priorities or identifies conflicts that are irrelevant to the situation being addressed. | Identifies at least one diverse or conflicting concept, viewpoint, or priority in the situation being addressed, but does not elaborate in sufficient detail to demonstrate clear understanding and/or does not identify obvious conflicts. | Identifies major diverse or conflicting concepts, viewpoints, or priorities present in the situation being addressed.  | Identifies major diverse or conflicting concepts, viewpoints, or priorities present in the situation being addressed, as well as subtle nuances and complexities.                                     |
| 6. Articulate the value of considering multiple perspectives               | Does not articulate the value of considering multiple perspectives.  | Recognizes that others' opinions and viewpoints have value, but shows lack of discrimination or analysis, as if all   | Demonstrates the value of multiple perspectives and recognizes that one's own perspective is not always superior and that all  | Response has all the characteristics indicating proficiency, plus explores the processes of evaluating conflicting  |

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|   |   | perspectives are always equally valid or as if one's own perspective is always superior.  | perspectives may not be equally valid.  | perspectives and/or demonstrates a commitment to seek out dissenting viewpoints.   |
| 7. Examine phenomena from multiple viewpoints.                              | Examines the phenomenon from only one perspective.  | Considers multiple perspectives, but consistently favors a single perspective without giving reasonable consideration to each viewpoint.                    | Examines multiple perspectives and identifies some relevant commonalities and conflicts.  | Examines the phenomenon from multiple viewpoints and explores subtle nuances and complexities among the viewpoints and/or provides sophisticated discussion evaluating their relative merit. |
| 8. See connections in seemingly disparate information                       | Does not identify connections or focuses on invalid connections.  | Identifies valid connections, but tends to focus on the obvious, such as connecting related disciplines.  | Identifies valid connections that go beyond the obvious.  | Identifies valid connections that are subtle, sophisticated, and/or creative and discusses insights or implications based on these observations.   |
| 9. Recognize links among topics and concepts presented in different courses | Does not identify links or identifies invalid links among topics and concepts presented in different courses. | Identifies valid links among topics and concepts in different courses, but tends to focus on the obvious or does not fully explain the nature of the links. | Identifies valid links among topics and concepts presented in different courses, goes beyond the obvious, and explains the nature of the links. | Identifies valid links that are subtle, sophisticated, and/or creative and discusses insights or implications associated with the links.   |
| 10. Synthesizes disparate facts, theories, and concepts                     | Does not synthesize disparate facts, theories, and concepts or provides an invalid synthesis.                 | Provides a valid synthesis, but does not explicitly address major relevant aspects of the disparate information.  | Provides a valid synthesis that explicitly addresses major aspects of the disparate information.  | Provides a valid synthesis that explicitly identifies sophisticated or creative connections involving subtle nuances and complexities in the   |

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|  |  |   |   | disparate information.   |
| 11. Work within a context of diverse and conflicting concepts, viewpoints, and/or priorities | Demonstrates inaccurate understanding of the conflict or describes a coping style that is not appropriate for the situation.         | Demonstrates some ability to cope in situations of conflict or difference, but describes a strategy that does not take into account important aspects of the situation. | Accurately identifies the nature of the conflict or difference and describes reasonable strategies for working within this situation. | Accurately identifies major and subtle aspects concerning the conflict or difference and describes creative, sophisticated strategies for working within this situation. |
| 12. Adapt what is learned in one situation to problems encountered in another                | Does not adapt what is learned in one situation to problems in another situation or describes an invalid adaptation.                 | Describes a valid adaptation, but the solution relies on concrete similarities between the two contexts.  | Describes a valid adaptation that goes beyond concrete similarity between the two contexts.   | Describes a creative and/or sophisticated adaptation that has the potential for developing more effective solutions or new insights about the problem being addressed.   |
| 13. Connect intellectual study to personal life  | Does not connect intellectual study to personal life or describes invalid connections.   | Describes valid connections between intellectual study and personal life, but the connections rely on concrete similarities between the two contexts.                   | Describes valid connections between intellectual study and personal life that go beyond concrete similarity between the two contexts. | Describes creative and/or sophisticated connections between intellectual study and personal life that lead to new insights or behaviors.                                 |
| 14. Draw on a wide range of knowledge to make decisions                                      | Does not present a decision, does not provide the rationale for a decision, or relies on one line of information to make a decision. | Makes a decision based on a narrow range of knowledge, perhaps applying ideas from a single course or discipline or from closely-connected disciplines.                 | Makes a reasonable decision based on more than a narrow range of knowledge.   | Makes a creative or particularly effective decision based on sophisticated integration of ideas from a wide range of knowledge.  |

### Rubric with Fewer Dimensions

(First Draft. Help! Is this useful or too esoteric to be applied? Should we pursue this or drop the idea?)

| <b>Learning Outcome</b>        | <b>Below Basic</b>   | <b>Basic</b>  | <b>Proficient</b>   | <b>Advanced</b>  |
|--------------------------------|--|---|---|--|
| Self-Awareness as a Learner    | Focuses on memorization of materials to get a diploma.                               | Displays some understanding of the value of a broad education, recognizes that learning requires more than memorization, but does not demonstrate self-reflection as a learner. | Values a broad education, has developed a variety of learning processes and knows their effectiveness in different contexts, and makes some connections across learning contexts. | Understands broad implications of a liberal arts education, systematically uses a repertoire of learning approaches, and habitually connects learning across contexts. |
| Self-Directed Learning         | Does not systematically approach learning tasks other than relying on memorization.  | Develops some plans for learning, but tends to rely on others to initiate or motivate learning..  | Systematically plans and pursues learning without major reliance on others to initiate or motivate learning.  | Routinely pursues learning, reflects on progress, and adjusts, as needed.  |
| Multiple Perspectives          | Has trouble identifying and/or coping with multiple perspectives.                    | Demonstrates limited understanding or respect for others' perspectives or does not systematically analyze their relative merit.   | Recognizes the value of considering multiple perspectives. Analyzes differences among perspectives and how they relate to specific phenomena.                                     | Demonstrates sensitivity to others' perspectives, evaluates the validity of conflicting perspectives, and recognizes subtle differences and their implications.        |
| Makes Connections              | Has trouble identifying valid connections between concepts or links across contexts. | Identifies obvious connections between concepts and links across contexts.  | Goes beyond the obvious when identifying connections between concepts or links across contexts.   | Identifies subtle, sophisticated, and/or creative connections or links and develops insights based on these observations.  |
| Dealing with Conflicting Ideas | Has trouble identifying commonalities among  | Identifies some obvious commonalities among   | Synthesizes major commonalities among   | Synthesizes major and subtle commonalities   |

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|                                  | disparate ideas and working with differences.   | disparate ideas and demonstrates a limited capacity to work with differences.   | conflicting ideas and develops reasonable strategies for dealing with differences.  | among conflicting ideas and deals with differences in creative, sophisticated ways.  |
| Adapt Learning to New Situations | Has trouble adapting ideas to new situations and integrating ideas to make decisions. | Adapts ideas to new situations by relying on concrete similarities between the two contexts and makes decisions based on a narrow range of knowledge. | Adapts ideas to new situations in ways that go beyond concrete similarities and integrates knowledge from a variety of sources. | Adapts ideas to new situations in creative and/or sophisticated ways and makes decisions based on integrating a wide range of knowledge. |