Creating Rubrics to Assess Degree Qualifications Profile (DQP) Proficiencies

Assessment Institute
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Overview

- **Identification of the problem**
- **Concept of "build your own" rubrics**
- **Creation of program level rubrics**
- **Putting it together**
- **Craft time!**
- **Building standards trees**
- **Gathering data**
- **Reporting**

Learning Outcomes

Participants will:

- Construct individual rubrics using standard rubric aspects
- Discuss experiences in measuring DQP proficiencies in key course assessments or other formats
- Acquire resources that they can adapt to fit their own institution

About APUS

- **AMU was founded in 1991 to serve active duty and retired military members, became APUS in 2001, comprising AMU and APU.**
- **Currently over 100,000 students worldwide**
- **Approximately 52% military, average age 33, open enrollment**
- **More than 90 degree programs; 22 associate's, 43 bachelor's, and 32 master's level, plus certificates**
- **Monthly course starts of 8 or 16 weeks**
- **Courses offered are 100% online in an asynchronous environment**
- **Headquarters and executive offices – Charles Town, WV**
- **Administrative offices – Manassas, VA**
- **Arts and Humanities, Business, Education, Public Service and Health, STEM, Security and Global Studies**

Identification of the Problem

- Courses all over campus were using rubrics, but there was no consistency.
- University adopted DQP framework as our Institutional Learning Outcomes in 2014, but no rubrics specifically connected to the DQP framework.
- Trying to collect any data that related to specific program objectives was impossible.
- All data was at assignment level, rather than associated with specific proficiencies.

Identification of the Solution

- "Build your own" rubrics with structured elements allows for rubrics that are specific to one assignment but also consistent across campus.
- Faculty are involved in development of program level elements.
- For now, the focus in on signature assignments, but eventually may be open to any assignment.

Rubric Structures

Four elements:

- **Institutional Learning Outcomes (DQP proficiencies)**
  - **These relate to the ILOs in the SLAR (columns)**
- **Program Level Objectives**
  - **These relate to the program objectives in the SLAR (rows)**
- **Writing/Formatting**
  - **These are grammar, APA/MLA/Chicago styles, coherence, and that kind of thing**
- **Content**
  - **These relate strictly to content that is more specialized than the ILO or program objective levels.**

Example Rubric

4

Rubric Structures/Rules

- **Rubrics are created by Program Directors and/or course leads**
- **There is an approval process through Dean and Assessment Director**
- **Signature assignments in the SLAR (internal report) should use rubrics (if appropriate) and those rubrics must include DQP and Program Objective sections**
- **For the moment, preference is given to signature assignment rubrics**
- **Standard scoring**
    - **4 Exemplary**
    - **3 Accomplished**
    - **2 Developing**
    - **1 Beginning**
    - **there is also a zero – did not attempt option**

Creating Program Level Rubric Lines

Goals:

To have rubric lines for a variety of assignments that relate to program objectives

To have the rubric lines be specific enough to fit assignments and general enough to fit a variety of assignments

To be able to gather data on just one program objective across courses

Creating Rubric Lines

1. Review your program objectives and think about them in terms of where they are taught in the curriculum

	ECON201	BUSN312
Discuss economic factors associated with government, business, and consumer environments and apply theoretical techniques to analyze markets.	Microeconomics for Business	Operations Research
	CO5: Define and distinguish various economic costs (opportunity, implicit, explicit, fixed, and variable costs).	CO4: Apply decision making techniques, concepts, and methods.
	Assessment: Forum #6	Assessment: Assignment: Final Simulation Project

2. Think about what has worked in the past for your students when using rubrics. For example, students in some programs do better with specific numbers in the rubric, while others do better with text.

Bullet points, specific numbers, familiar words, clear demarcations between levels

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Creating Rubric Lines

3. Think of what you expect of students demonstrating this particular task. This will be Level 3, accomplished.

Discuss economic factors associated with government, business, and consumer environments and apply theoretical techniques to analyze markets.

- Meets expected level of discussion

- Includes at least three economic factors

- Associates government, business, and consumer environments

- Applies at least one theoretical technique

- Analyzes markets making conclusions consistent with the data/factors/environments

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Creating Rubric Lines

4. Create the Level 3 rubric line

BA/BS in Business Administration Program Objectives	Accomplished 3
Discuss economic factors associated with government, business, and consumer environments and apply theoretical techniques to analyze markets.	• Meets expected level of discussion • Includes at least three economic factors • Associates government, business, and consumer environments • Applies at least one theoretical technique • Analyzes markets making conclusions consistent with the data/factors/environments

Creating Rubric Lines

5. Fill in the remaining lines

Level 4 – more than you expect, professional level, additional work

Level 2 – developing, got some of it but not all, tried

Level 1 – really didn't get it but did something

BA/BS in Business Administration Program Objectives	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Discuss economic factors associated with government, business, and consumer environments and apply theoretical techniques to analyze markets.	• Exceeds expectated level in discussion • Includes at least five economics factors • Associates government, business, consumer environment • Applies at least two theoretical techniques • Analyzes markets	• Meets expected level of discussion • Includes at least three economic factors • Associates government, business, and consumer environments • Applies at least one theoretical technique • Analyzes markets making conclusions consistent with the data/factors/environments	• Does not meet expected levels in discussion • Includes one or two economic factors • Associates one or two environments, but not all three • Makes an attempt at a theoretical technique • Attempts conclusions but they are not accurate or appropriate	• Does not attempt discussion • Does not include any economic factors • Does not associate economic environments • Does not include theoretical techniques • Does not analyze markets

Creating Rubric Lines

6. Complete for all program objectives

DQP Rubric Lines

A team of faculty, program directors, and the Director of Assessment created the DQP rubric lines for DQP 1.0 and DQP 2.0.

Master's Degree	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Elucidates the major theories, research methods and approaches to inquiry, and/or schools of practice in the field; articulates relevant sources; and illustrates their relationship to allied fields.	Student communicates the major theories, research methods, and/or schools of practice in the field at a professional level. Sources are well-chosen for relevance and the relationship to allied fields is well-illustrated.	Student is able to communicate major theories, research methods and approaches, and/or schools of practice in illustrating their relationship to related but different fields. Also uses relevant sources in meaningful ways.	Student communicates major theories, research methods and approaches, and/or schools of practice using relevant sources. However, there may be misunderstandings about one or more of the areas listed above and/or difficulty illustrating relationships to related fields.	Student struggles to communicate the theories, research methods and approaches, and/or schools of practice in the field. Sources may be nonexistent or inappropriate, and/or the student does not adequately illustrate the relationship to allied fields.
Assesses the contributions of major figures and organizations in the field; describes its major methodologies and practices; and implements at least two such methodologies and practices through projects, papers, exhibits or performances.	The paper/project clearly describes major methodologies and practices of the field and implements them in creative and innovative ways. The paper/project includes appropriate reference to the major figures and organizations in the field.	Student describes major methodologies and practices of the field accurately, uses them appropriately in the project, and includes appropriate reference to the major figures and organization in the field.	Student describes major methodologies and/or practices of the field, but may have some omissions or problems in implementation (such as using an adequate methodology, rather than an exemplary one). Student includes references to figures and organizations in the field, but may lack some important information.	Student's work does not accurately or thoroughly describe the major methodologies and practices of the field, may implement them inappropriately, and may lack significant information about major figures and organizations in the field.

iRubrics screenshot

Presentation Rubric				iRubric
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pts
Number of people surveyed	Excellent 15 or more people were surveyed	Good 13 to 14 people surveyed	Fair 10 to 12 people surveyed	Poor less than 10 surveyed
Elements of project	Excellent All elements of the presentation are present:15 people on various topics. The student told where the survey was performed. The information was summarized and student drew conclusions from the survey answers.	Good Only 4 or 5 elements of the presentation are present:13 - 14 people on various topics. The student told where the survey was performed. The information was summarized and student drew conclusions from the survey answers.	Fair Only 2 or 3 elements of the presentation are present: 10 to 12 people on various topics. The student told where the survey was performed. The information was summarized and student drew conclusions from the survey answers.	Poor only 1 or less elements of the presentation is present: less than 10 people on various topics. The student told where the survey was performed. The information was summarized and student drew conclusions from the survey answers.
Organization	Excellent Presentation was very organized and was very easy to follow.	Good Presentation was fairly organized and pretty easy to follow.	Fair Presentation was not clearly organized.	Poor Presentation lacked organization.
Content	Excellent Had a stronghold on the content and content was thoroughly addressed. No mistakes were made with regard to content knowledge.	Good Has a solid understanding of the content. Content missing minor elements or contained minor errors.	Fair Had only a superficial understanding of content. Several mistakes were made during the presentation.	Poor Had little to no understanding of the content addressed in the presentation.
Presentation	Excellent Was very confident in delivery and the student did an excellent job of engaging the class. Preparation is very evident	Good Was occasionally confident with his/her presentation however the presentation was not as engaging as it could have been for the class.	Fair Was consistent with the level of confidence they showed the classroom but had some strong moments.	Poor Was unconfident and demonstrated little evidence of planning prior to presentation.
Technology	Excellent Technology was used effectively throughout presentation and included sound and pictures. Group members used technology as a supplement, not as a crutch.	Good Technology was somewhat effective, but included only sound or pictures. Technology wasn't used as powerfully as possible throughout the presentation.	Fair Technology used did not support verbal presentation. Technology displays lacked information, or groups members read from them.	Poor Technology was not used at all.

Process for getting Rubrics into iRubrics

Write program level rubrics
- All program objectives must be covered
- Get feedback from others

Make specific rubrics for assignment
- ILOs
- Program level
- Writing/Style
- Specific Content

Get approvals
- There is a form from classroom support to complete
- Review by Dean
- Review by Director of Assessment
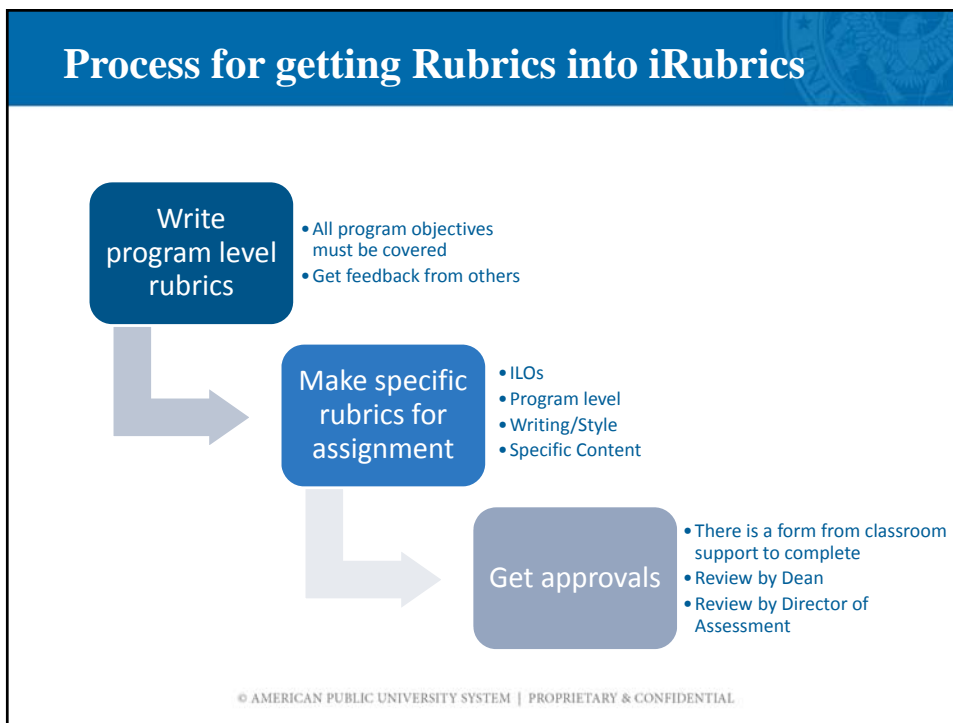
Putting it all together
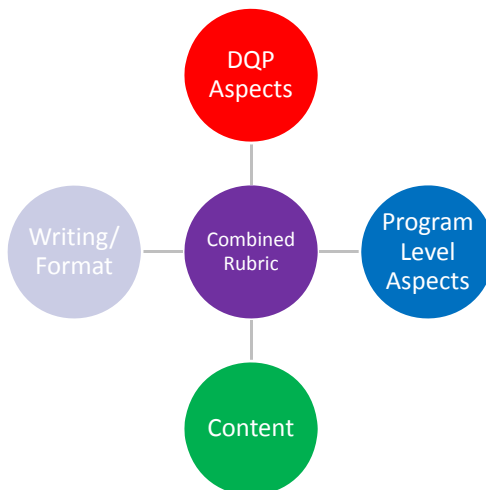
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Create your own rubrics!

Choose:
- 1 or 2 DQP rubric aspects (salmon)
  - o prewritten by the DQP committee
- 1 or 2 Program level aspects (blue)
  - o Prewritten by the Program committee
- 3 or 4 Content aspects (green)
  - o Created by faculty at the time of rubric creation
- 1 or 2 Writing/formatting aspects (orchid/gray)
  - o Prewritten by committee, but not required

Glue to template!

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Associating Standards with Rubric Lines (Aspects)

- Standards = ILO, program objectives, course objectives, accreditation standards

- Finalize standards before entry of rubrics

- Start with a clean outline of standards tree

- Use codes (naming conventions) that are clear to all users

- Allow requestor to select standards to attach to rubrics

Creating Standards Tree

Purpose of Aggregate Rubric Reporting

What are we looking for?

- **Provide to Program Directors an overarching view of**
  1. performance on standards, course objectives, program objectives, or DQP proficiencies.
  2. performance by assignment (within course or across courses).
- **Allow Assessment and Accreditation office, Deans, and Provost to collectively view data on Institutional Learning Outcomes (DQP) and various standards required for accreditation reporting.**

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Analyzing Data

There are numerous ways to slice the data gathered in completed rubrics.

Element to Analyze
- Rubrics
- Standard

Aggregate Level
- University
- Program
- Course
- Classroom or Section
- Assignment

Analyze a **single assessment** or **combine multiple** assignments or standards?

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Reporting Example 1: By Rubric

Rubric = Writing Assignment

Select Criteria:

Select one, multiple, or all:
Programs (i.e. Psychology)

Academic Terms (spring, fall, etc.)

Courses (i.e. PSYC101)

Classrooms (sections)

Assignments (essay, final paper, etc.)

Reporting Example 1: By Rubric

Let's look at some fictitious sample data for COURSE100. Specifically Professor Smith's fall section F001 class rubric scores for the writing assignment.

Reporting Example 1: By Rubric (iRubric Reports – Table)

COURSE100 Writing Assignment	Exemplary (4 points)	Accomplished (3 points)	Developing (2 points)	Beginning (1 point)
ILO = SKB1 Defines and explains the boundaries, divisions, styles and practices of the field 40%	54% 7 out of 13 — Student defines and explains boundaries, divisions, styles, and practices of the field indicating a level of understanding above that expected in a bachelor's degree	46% 6 out of 13 — Student defines and explains boundaries, divisions, styles, and practices of the field in a clear and concise manner	0% 0 out of 13 — Student defines and/or explains some or all of the boundaries, divisions, styles, and practices of the field, but in a less than complete or accurate manner	0% 0 out of 13 — Student struggles to define and/or explain boundaries, divisions, styles, and practices of the field. Inaccuracies or incompleteness make it clear there is confusion
Formatting Use of Proper MLA Formatting 20%	38% 5 out of 13 — Met MLA formatting expectations	46% 6 out of 13 — Used MLA formatting, but some components were lacking or not present	15% 2 out of 13 — Used MLA formatting, but many components were lacking or not present	0% 0 out of 13 — Used no discernable formatting structure
Writing Style Grammar, punctuation, and correct usage of terminology 20%	62% 8 out of 13 — Exercised proper grammar, punctutation, and terminology usage	38% 5 out of 13 — Only minor grammatical or punctuation errors and typos	0% 0 out of 13 — Unacceptable level of grammatical and punctuation errors and typos	0% 0 out of 13 — Paper was error-filled and had clearly not been proof-read
Citations Formatting of citatioins and use of acceptable sources 20%	54% 7 out of 13 — All sources were relevant and scholarly and formatting met requirements	38% 5 out of 13 — Some articles were from non-scholarly sources but within acceptable limits and only minor errors in citation formatting	8% 1 out of 13 — Articles are from unknown courses and citation formatting is lacking	0% 0 out of 13 — No citations were made

* Sample Data = COURSE100 Section F001 Prof. Smith: Writing Assignment

Reporting Example 1: By Rubric (iRubric Reports – Charts)

Percent of students scoring in each rating group by aspect

Rubric Performance by Aspect
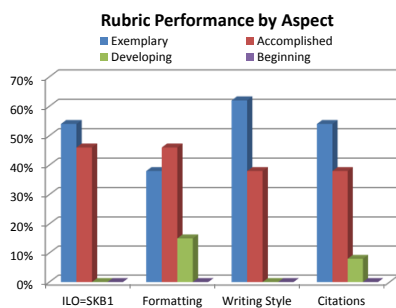
Mean percentage of scores in rating group = Rubric aggregate for all aspects combined.

Overall Rubric Performance
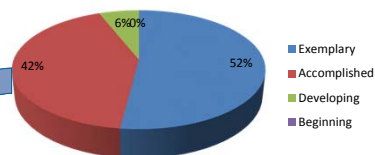
	Percentage by Rating (percent of students in each rating group)				
	Exemplary	Accomplished	Developing	Beginning	Total %
ILO=SKB1	54%	46%	0%	0%	100%
Formatting	38%	46%	15%	0%	100%
Writing Style	62%	38%	0%	0%	100%
Citations	54%	38%	8%	0%	100%
mean percentage of scores in rating group - rubric aggregate	52%	42%	6%	0%	100%

* Sample Data = COURSE100 Section F001 Prof. Smith: Writing Assignment

Reporting Example 2: By Standards

Let's look at Specialized Knowledge Proficiencies 1, 2, and 3 for Associate's Level.
This will also combine to aggregate Specialized Knowledge for Associate's overall.
- Combines all aspects (rubric lines) that are attached to the specific standard to report performance on that standard throughout the program or course (etc).

■ % Meets Standard ■ % Below Standard

Standard	Exemplary	Accomplished	Developing	Beginning
ILO-SK.A.1 Specialized Knowledge A1 — 89% 11%	53% — 10 out of 19	37% — 7 out of 19	5% — 1 out of 19	5% — 1 out of 19
ILO-SK.A.2 Specialized Knowledge A2 — 88% 13%	50% — 12 out of 24	38% — 9 out of 24	13% — 3 out of 24	0% — 0 out of 24
ILO-SK.A.3 Specialized Knowledge A3 — 74% 26%	33% — 9 out of 27	41% — 11 out of 27	15% — 4 out of 27	11% — 3 out of 27
Summary Total — 83% 17%	44% — 31 out of 70	39% — 27 out of 70	11% — 8 out of 70	6% — 4 out of 70

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Reporting Example 2: By Standards

Aggregate Report for Standards - by Rating
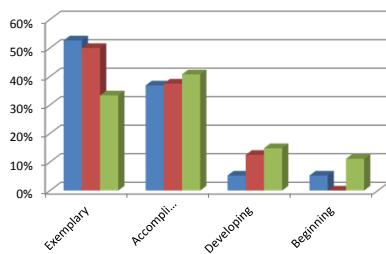
Aggregate Report for Standards - by Standard
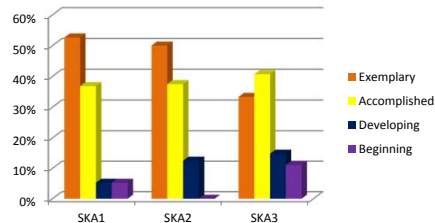
Overall Aggregate- Specialized Knowledge
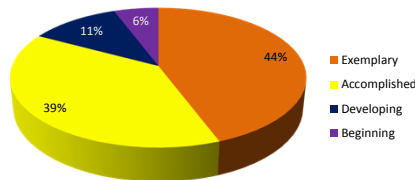
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Report Distribution Plan

- Program Reviews - each program is reviewed every three years
- Accreditation Reports and Visits
- Direct Access for Program Directors and Deans

Questions?

Associate's Degree	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Specialized Knowledge				
Describes the scope and principal features of the field of study, citing core theories and practices, and offers a similar explication of a related field. SK.A.1	Student describes principal features of the field, including core theories and practices, and offers explication of a related field at a more sophisticated level than expected in the Associate's degree	Student describes principal features of the field, including core theories and practices, and offers similar explication of a related field	Student describes scope and principal features of the field adequately, but may not include major theories and practices and/or be able to offer explication of related field	Student cannot adequately describe the scope and principal features of the field and/or does not include core theories and practices or related fields in the discussion
Illustrates the field's current terminology. SK.A.2	Student demonstrates sophisticated usage of current terminology in the field	Student demonstrates proper usage of the field's current terminology to the level expected in an Associate's degree	Student uses terminology of the field, but it may be out of date or used in a less than precise way	Student demonstrates little familiarity with the terminology of the field or uses it improperly
Generates substantially error-free products exhibits, or performances in the field. SK.A.3	Student creates error-free products, exhibits, or performances	Student creates substantially error-free products; may include minor errors that do not detract from the work	Student creates products that have minimal errors, but enough to detract from the work itself	Student creates products in which the errors detract from the product itself
Broad Integrative Skills				
Describes how existing knowledge or practice is advanced, tested and revised. BI.A.1	Student describes the advancement, testing, and revision of existing knowledge at a level beyond that expected in the Associate's degree	Student describes the advancement, testing, and revision of existing knowledge at a level expected in an Associate's level	Student describes some aspects of advancement, testing, and revision of existing knowledge but not all of the aspects or at a relatively low level	Student does not adequately describe existing practice, or how it may be advanced, tested, and revised.
Describes and examines perspectives on key debates within the field and in society.BI.A.2	Student examines key debates in the field and in society, and describes various perspectives and how they relate to the topic.	Student describes and examines perspectives on key debates and appropriately relates them to the topic.	Student describes differing perspectives, but struggles to relate them to key debates in the field and in society.	Student cannot describe or examine perspectives on key debates, but may be able to name or discuss some aspects of their relationship to the topic.
Illustrates core concepts of the field while executing analytical, practical or creative tasks. BI.A.3	Student uses core concepts of the field as a foundation for analytical, practical, or creative tasks.	Student illustrates core concepts of the field appropriately while executing analytical, practical, or creative tasks.	Student uses core concepts of the field while executing analytical, practical, or creative tasks, but may not appropriately implement the tasks or illustrate the core concepts.	Student demonstrates a lack of understanding of core concepts and/or their relationship to analytical, practical, or creative tasks.
Selects and applies recognized methods in interpreting discipline-based problems. BI.A.4	Student selects and applies appropriate methods to interpret discipline-based problems in creative or sophisticated ways.	Student applies appropriate methods to interpret discipline-based problems at expected levels.	Student selects and applies methods that may not be the best choice or recognized in the field but does interpret-discipline based problems.	Student selects and/or applies methods that may be inappropriate or not recognized and do not adequately interpret discipline-based problems.
Assembles evidence relevant to problems, describes its significance, and uses it in analysis. BI.A.5	Student assembles evidence that elucidates a problem, discusses why it is significant, and uses it appropriately in analysis.	Student assembles evidence that is relevant to problems, describes the significance, and uses it appropriately in analysis.	Student assembles evidence that shows some connection to problems, but may not be able to describe the significance and/or use it appropriately in analysis.	Student assembles inadequate evidence for a problem or does not adequately describe the significance or use it in analysis.
Describes the ways in which at least two disciplines define, address and justify the importance of a contemporary challenge or problem.BI.A.6	Student describes the ways in which two or more disciplines define, address, and justify the importance of a contemporary challenge or problem using innovative ideas or creative connections.	Student describes the ways in which at least two disciplines define, address, and justify the importance of a contemporary challenge or problem.	Student describes the differences in two discipline's approach to a contemporary challenge or problem, but does not adequately address the definition and/or importance to a contemporary challenge or problem.	Student does not adequately describe the relationship of two different disciplines to a contemporary challenge or problem.

Atwood, J., Burkman, A., Jacobs, K. (2014). DQP Rubrics Version 1. American Public University System

Associate's Degree	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Identifies, categorizes and distinguishes among ideas, concepts, theories and practical approaches to problems.BI.A.7	Student clearly identifies, categorizes, and distinguishes among ideas, concepts, theories, and practical approaches and can identify best approaches for a given situation.	Student clearly identifies, categorizes, and distinguishes among ideas, concepts, theories, and practical approaches to problems.	Student does not clearly identify, categorize, and/or distinguish among ideas, concepts, theories, and practical responses to problems, but is able to separate some of the above.	Student does not clearly identify, categorize, or distinguish among ideas, concepts, theories and practical responses to problems.
Intellectual Skills				
Identifies, categorizes and appropriately cites information for an academic project, paper or performance. (Use of information resources) IS.A.1	Student identifies, categorizes, and appropriately cites information for an academic project, paper, or performance, using the best available information and citing without errors.	Student identifies, categorizes, and appropriately cites information for an academic project, paper, or performance, at a level consistent with expectations for an associate's degree.	Student identifies, categorizes, and cites information for an academic project, paper, or performance, but has errors, which may mildly detract from the project.	Student does not identify, categorize, and/or cite information properly for an academic project, paper, or performance. Errors detract significantly from the project.
Describes how cultural perspectives could affect interpretation of problems in the arts, politics or global relations. (Engaging diverse perspectives) IS.A.2	Student describes how knowledge from different cultures might affect interpretation of a problem using terminology and/or concepts that are meaningful to each culture. Student shows a solid understanding of a variety of cultures and	Student describes how knowledge from different cultures might affect interpretation of a problem using appropriate terminology and/or concepts that are meaningful to each culture.	Student describes how knowledge from different cultures might affect interpretation of a problem, but may use terminology and concepts that are only meaningful to the student's culture, not other cultures.	Student struggles to describe how knowledge from different cultures might affect interpretation of a problem.
Presents accurate calculations and symbolic operations and explains their use either in the field of study or in interpreting social or economic trends. (Quantitative fluency) IS.A.3	Student presents accurate calculations and explains or interprets them in a way that adds meaning.	Student presents accurate calculations and explains or interprets them appropriately.	Student presents largely accurate calculations and explains or interprets them with only minor errors.	Student presents calculations that may have significant flaws and/or interprets them in ways that don't follow from the information.
Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences. (Communication fluency) IS.A.4	Student presents error-free prose in argumentative and narrative forms to general and specialized audiences.	Student presents substantially error-free argumentative and narrative forms to general and specialized audiences.	Student presents argumentative and narrative forms to general and specialized audiences; there may be some errors that do not detract from the prose as a whole.	Student does not present prose in a clearly argumentative or narrative form or may not direct it to general or specialized audiences. Errors may detract from the prose as a whole.
Applied Learning				
Describes in writing a case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; evaluates the learning gained; and analyzes a significant concept or method related to the course of study in light of learning from outside the classroom. AL.A.1	Student (1) describes a specific case of application of academic knowledge to a real life challenge, (2) evaluates the learning gained, and (3) analyzes a concept or method from the course of study in light of learning from outside the classroom. The student does all three of the above with significant insight and self reflection.	Student (1) describes a specific case of application of academic knowledge to a real life challenge, (2) evaluates the learning gained, and (3) analyzes a concept or method from the course of study in light of learning from outside the classroom. The student shows the ability to make connections between academic and outside learning.	Student completes two of the following three at a high level (1) describes a specific case of application of academic knowledge to a real life challenge, (2) evaluates the learning gained, and (3) analyzes a concept or method from the course of study in light of learning from outside the classroom. Alternatively, the student may complete all three areas but with significant errors or failures of insight.	Student does not adequately describe a specific case of application of academic knowledge to a real life challenge, (2) evaluate the learning gained, and/or (3) analyze a concept or method from the course of study in light of learning from outside the classroom.
Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question. AL.A.2	Student uses appropriate evidence to address a course-related question or question of practice on an assigned research topic. The student demonstrates a high level of knowledge of competing hypotheses in answering the question.	Student uses appropriate evidence to address a course-related question or question of practice on an assigned research topic. The student demonstrates an appropriate level of knowledge of competing hypotheses in answering the question.	Student uses evidence to address a course-related question or question of practice on an assigned research topic. The student uses some inappropriate evidence or shows some confusion about competing hypotheses in answering the question.	Student addresses a course-related question or question of practice on an assigned research topic but uses inappropriate or unrelated evidence. The student does not adequately discuss and examine competing hypotheses in answering the question.
Civic Learning				

Atwood, J., Burkman, A., Jacobs, K. (2014). DQP Rubrics Version 1. American Public University System

Associate's Degree	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Describes his or her own civic and cultural background, including origins, development, assumptions and predispositions. CL.A.1	Student describes his or her own civic and cultural background in detail, including origins, development, assumptions and predispositions.	Student describes his or her own civic and cultural background, including origins, development, assumptions and predispositions.	Student describes parts of his or her own civic and cultural background, including some of the following: origins, development, assumptions, and predispositions.	Student struggles in describing his or her own civic and cultural background. Student may include some of the following, but does not describe them all adequately: origins, development, assumptions, and predispositions.
Describes historical and contemporary positions on democratic values and practices, and presents his or her position on a related problem. CL.A.2	Student describes historical and contemporary positions on democratic values and practices, and presents his or her well-developed position on a related problem.	Student describes historical and contemporary positions on democratic values and practices and presents his or her position on a related problem.	Student describes historical and/or contemporary positions on democratic values and practices but may not be able to articulate his or her own position on a related problem.	Student does not adequately describe historical and/or contemporary positions on democratic values and practices, and may not be able to articulate his or her own position on a related problem.
Takes an active role in the community (work, service, co-curricular activities) and examines civic issues encountered and insights gained. CL.A.3	Student engages in community/service work at a high level and with leadership roles, and is able to relate service to pertinent civic issues.	Student engages in community/service work and relates that service to pertinent civic issues.	Student engages in some community/service work, but it may be tangential to the civic issues identified.	Student may engage in community/service work but does not relate that service to civic issues or is unable to identify related civic issues.
Digital Learning				
Develops an appropriate research question using continual refinements and improvements that includes feedback from classmates and instructor. DL.A.1	Student develops a clear and concise research question using feedback from classmates and faculty	Student develops an appropriate research question, refining over drafts and using feedback from classmates and instructor	Student develops an adequate research question, but either does not make multiple refinements or does not consider feedback.	Student develops a research question, but does not refine it or make use of feedback from classmates and instructor.
Accesses information using simple search strategies and a limited number of familiar search tools. DL.A.2	Student uses sophisticated search strategies and multiple tools to access pertinent information .	Student uses simple search strategies and familiar search tools to access pertinent information.	Student accesses information, but does not make use of simple search strategies and/or familiar search tools.	Students struggles to access pertinent information, does not make use of simple search strategies and/or familiar search tools.
Evaluates and selects sources using basic criteria such as relevance to the research question and currency of the information. DL.A.3	Student evaluates and selects excellent sources, using multiple criteria, such as relevance to the research question and currency of the information.	Student evaluates and selects appropriate sources, using basic criteria, such as relevance and currency.	Student selects adequate sources, but does not show how criteria relate to their selection.	Student selects few and/or unrelated sources without using adequate criteria for the selection.
Communicates information from sources accurately. DL.A.4	Student accurately, clearly, and concisely communicates information from multiple sources	Student accurately communicates information from multiple sources.	Student communicates some information from sources, but it may be inadequate information or from poor sources.	Student struggles to communicate information from sources accurately.
Attempts to cite sources using a consistent citation style that is appropriate to the discipline. DL.A.5	Student accurately cites sources using a consistent citation style that is appropriate to the discipline.	Student cites sources using a consistent style, but may have a few errors in understanding of the style	Student cites sources, but has several errors in style or uses a style not typically used in the discipline.	Student fails to cite sources properly, either by not including proper citations or by using an incorrect style. This is not to the level considered to be plagiarism, but failure to understand the proper style and convention.

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Associate's Degree	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
Discusses some of the ethical and legal issues revolving around the consumption and production of information in a digital environment. DL.A.6	Student discusses pertinent ethical and legal issues around consumption and production of information, including recent advances and options for protecting information	Student discusses ethical and legal issues accurately and with reasonably up to date knowledge about consumption and production of information in an digital environment	Student attempts to discuss ethical and legal issues, but has outdated information or accuracy issues.	Student attempts to discuss either ethical or legal issues, or is unable to distinguish between them. Student may not be using recent or accurate information.

Lower Division Level (Associate's)	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
1.1 Specialized Knowledge				
1.1.1 Describes the scope of the field of study, its core theories and practices, using field-related terminology, and offers a similar explication of at least one related field.	Student describes the scope of the field, including core theories and practices using field-related terminology, and offers explication of a related field at a more sophisticated level than expected in the associate's degree	Student describes the scope of the field, including core theories and practices using field-related terminology, and offers similar explication of a related field	Student describes the scope of the field adequately, but may not include major theories and practices and/or be able to offer explication of related field	Student cannot adequately describe the scope of the field and/or does not include core theories and practices or related fields in the discussion
1.1.2 Applies tools, technologies and methods common to the filed of study to selected questions or problems.	Student demonstrates sophisticated usage of current tools, technologies, and/or methods to selected questions or problems.	Student demonstrates proper usage of the field's current tools, technologies, and methods to the level expected in an associate's degree	Student uses tools, technologies, and/or methods of the field, but they may be out of date or used in a less than precise way	Student demonstrates little familiarity with the tools, technologies and methods of the field or uses them improperly
1.1.3 Generates substantially error-free products, reconstructions, data, juried exhibits, or performances appropriate to the field of study.	Student creates an error-free product that is appropriate to the field of study	Student creates substantially error-free products; may include minor errors that do not detract from the work	Student creates products that have minimal errors, but enough to detract from the work itself	Student creates products in which the errors detract from the product itself
2.1 Broad Integrative Skills				
2.1.1 Describes how existing knowledge or practice is advanced, tested and revised in each core field studied - e.g., disciplinary and interdisciplanary courses in the sciences, social sciences, humanities, and arts.(note core field in comments section)	Student describes the advancement, testing, and revision of existing knowledge in more than one broad area or across disciplines.	Student describes the advancement, testing, and revision of existing knowledge of at least one broad area at a level expected in an Associate's level	Student describes some aspects of advancement, testing, and revision of existing knowledge in one broad area but not all of the aspects or at a relatively low level	Student does not adequately describe existing practice in one broad area, or how it may be advanced, tested, and revised.
2.1.2 Describes a key debate or problem relevant to each core field studied, explains the significance of the debate or problem to the wider society, and shows how concepts from the core field can be used to address the selected debates or problems. (note core field in comments section)	Student describes a key debate in a single core field, explains the significance of the debate or problem to the wider society, and creatively uses concepts from the core field or interdisciplinary fields to address the selected debate or problem.	Student describes a key debate in a single core field, explains the significance of the problem to wider society, and shows how concepts from the core field can address the selected debate.	Student describes a key debate or problem, but struggles to relate it to the wider society or show how concepts from the core field can address the problem..	Student cannot describe key debates, or is not able to show their significance to wider society or how concepts from the core field can address the debate or problem.
2.1.3 Uses recognized methods of each core field studied, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks.(note core field in comments section)	Student uses recognized methods in the core field as a foundation for analytical, practical, or creative tasks.	Student uses recognized methods in the core field appropriately while executing analytical, practical, or creative tasks.	Student uses recoginzed methods of the field while executing analytical, practical, or creative tasks, but may not appropriately implement the tasks and/or methods may be used inappropriately	Student demonstrates a lack of understanding of recognized methods of the core field and/or their relationship to analytical, practical, or creative tasks.
2.1.4 Describes and evaluates the ways in which at least two fields of study define, address and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology. (note core field in comments section)	Student describes and evaluates the ways in which two or more fields of study define, address, and interpret the importance of a problem in one of the core fields, using innovative ideas or creative connections.	Student describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance of a problem.	Student describes the differences in approach between two fields of study to a problem, but does not adequately address the definition and/or importance of the problem to society.	Student does not adequately describe the relationship of two different fields of study to a problem or make connections to the importance of that problem for society.
3.1 Intellectual Skills				
3.1.1 Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question. (Analytic Inquiry)	Student identifies and frames a problem or question in a selected are of study, and makes use of multiple elements of ideas, concepts, theories, or practical approaches to the problem or question.	Student identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question.	Student identifies and frames a problem or question, but struggles to distinguish among elements of ideas, concepts, theories, or practical approaches to the problem or question.	Student does not adequately identify or frame a problem or question, and cannot adequately distinguish among various elements for an approach to the question or problem.

Lower Division Level (Associate's)	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
3.1.2 Identifies, categorizes, evaluates, and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences. (Information Resources)	Student identifies, categorizes, evaluates, and cites multiple information resources to create a project, using a variety of sources and media, and using substantially new and particularly appropriate sources.	Student identifies, categorizes, evaluates, and cites multiple information resources to create a project or performance in either a specialized field or a general theme.	Student identifies and cites multiple resources to create a project, but either the sources do not show much variety or do not strongly support the tenets of the project.	Student struggles to identify and cite multiple resources to create a project. There may not be depth or breadth in the evaluation or selection of sources, or the source material may not support the central tenet of the project.
3.1.3 Describes how knowledge from different cultural perspectives might affect interpretation of prominent problems in politics, society, the arts and/or global relations. (Engaging Diverse Perspectives)	Student identifies a problem in a specific area and describes how knowledge from different cultures might affect interpretation of that problem using terminology and/or concepts that are meaningful to each culture.	Student identfies a problem in a specific area and describes how knowledge from different cultures might affect interpretation of that problem using appropriate terminology and/or concepts that are meaningful to each culture.	Student identifies a problem in a specific area and describes how knowledge from different cultures might affect interpretation of that problem, but may use terminology and concepts that are only meaningful to the student's culture.	Student struggles to identify a problem in a specific area and/or to describe how knowledge from different cultures might affect interpretation of that problem.
3.1.4 Describes, explains and evaluates the sources of his or her own perpective on selected issues in culture, society, politics, the arts or global relations and compares that perspective with other views. (Engaging Diverse Perspectives)	Student describes, explains, and evaluates the sources of his or her own perspective on selected issues, and compares that perspective with multiple other views in a respectful and meaningful way.	Student describes, explains, and evaluates the soruces of his or her own persepctive on selected issues, and compares that perspective with at least one other view.	Student describes, explains, and evaluates the sources of his or her own perspective, but may struggle comparing that view to other views.	Student does not adequately describe, explain, or evaluate the sources of his or her own perspective.
3.1.5 Describes the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and shows how ethical principles or frameworks help to inform decision-making with respect to such problems. (Ethical Reasoning)	Student describes the ethical issues present in prominent problems, and shows how ethical principles or frameworks help to inform decision making, including multiple perspectives on the problem.	Student describes the ethical issues present in prominent problems, and shows how ethical principles or frameworks help to inform decision making with respect to such problems.	Student describes the ethical issues present in prominent problems but does not adequately address how ethical principles or frameworks help to inform decision making with respect to such problems.	Student does not adequately describe the ethical issues present in prominent problems and/or does not adequately address how ethical principles or frameworks help to inform decision making.
3.1.6 Presents accurate interpretations of quantitative information on political, economic, health-related or technological topics and explains how both calculations and symbolic operations are used in those offerings.(Quantitative fluency)	Student presents accurate interpretations of quantitative information, and explains how calculations and symbolic operations are used in a way that adds meaning.	Student presents accurate interpretations of quantitative information and explains appropriately how calculations and symbolic operations are used in those offerings.	Student presents largely accurate interpretations of quantitative information and explains how calculations and/or symbolic operations are used.	Student presents interpretations that may have significant flaws and/or does not adequately explain how calculations and symbolic operations are used in those offerings..
3.1.7 Creates and explains graphs or other visual depictions of trends, relationships or changes in status.	Student creates and explains graphs or other visual depictions of trends, relationships, or changes in status, using a visual depiction that actively contributes to understanding of the information	Student creates and explains graphs or other visual depictions of trends, relationships, or changes in status.	Student creates and explains graphs or other visual depictions, but does not do so with clarity.	Student creates and/or explains graphs or visual depictions, but does not facilitate understanding with either or both.
3.1.8 Develops and presents cogent, coherent, and substantially error-free writing for communication to general and specialized audiences. (Communicative fluency)	Student presents cogent, coherent, and error-free writing for communication to general and specialized audiences.	Student presents cogent, coherent, and substantially error-free writing for communication to general and specialized audiences.	Student presents writing that is mostly cogent and coherent, for commuication to general and specialized audiences; there may be some errors that do not detract from the writing as a whole.	Student does not present writing in a cogent or coherent form or may not direct it to general or specialized audiences. Errors may detract from the prose as a whole.
3.1.9 Communicates effectively to general and specialized audiences through a structured oral presentations. (Communicative fluency)	Student communicates fluently to general and specialized audiences through a structured oral presentation.	Student communicates effectively to general and specialized audiences through a structured oral presentation	Student communicates adequately through a structured oral presentation but may have flaws that detract from the effectiveness or be unable to communicate to a general or specialized audience.	Student does not communicate adequately due to either an unstructured or incoherent oral presentation or the inability to communicate to a given audience.

Lower Division Level (Associate's)	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
3.1.10 Negotiates wtih peers an action plan for a practical task, and communicates the results of the negotiation either orally or in writing. (Communicative fluency)	Student communicates fluently to negotiate a plan for a practical task, and communicates the results of the negotiation either orally or in writing. The student also discusses future implications of the results of the negotiation.	Student communicates fluently to negotiate a plan for a practical task, and communicates the results of the negotiation either orally or in writing.	Student communicates adequately to negotiate a plan for a practical task,but may be unable to communicate the results of the negotiation either orally or in writing.	Student does not communicates adequately to negotiate a plan for a practical task,and may be unable to communicate the results of the negotiation either orally or in writing.
4.1 Applied and Collaborative Learning				
4.1.1 Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge and evaluates the learning gained from the application using evidence and examples.	Student describes at least one specific case of application of academic knowledge to a real life challenge and evaluates the learning gained, with significant insight and self reflection. The student provides strong evidence and examples to back up the case.	Student describes a specific case of application of academic knowledge to a real life challenge and evaluates the learning gained. The student provides evidence and examples to back up the case.	Student describes a specific case of application of academic knowledge to a real life challenge, and evaluates the learning gained, but with significant errors or failures of insight.	Student does not adequately describe a specific case of application of academic knowledge to a real life challenge, evaluate the learning gained, and/or provide evidence and examples to support the case.
4.1.2 Analyzes at least one significant concept or method in light of learning outside the classroom.	Student analyzes significant concepts and methods in light of learning outside the classroom.	Student analyzes at least one significant concept or method in light of learning outside the classroom.	Student analyszes at least one significant concept or method in light of learning outside the classroom, but the analysis may be incomplete or have significant flaws.	Student attempts to analyze a significant concept or method in light of learning outside the classroom but does not adequately address the connections between academic knowledge and outside experience.
4.1.3 Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it.	Student uses appropriate evidence to address a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it. The student demonstrates a high level of knowledge of competing hypotheses in answering the question.	Student uses appropriate evidence to address a question in a field-based venue and offers alternate approaches to answering. The student demonstrates an appropriate level of knowledge of competing hypotheses in answering the question.	Student uses evidence to address a question in a field-based venue and offers alternate approaches to answering it. The student uses some inappropriate evidence or shows some confusion about competing hypotheses in answering the question.	Student addresses a question in a field-based venue but uses inappropriate or unrelated evidence. The student does not adequately discuss and examine competing hypotheses in answering the question.
5.1 Civic and Global Learning				
5.1.1 Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions.	Student describes his or her own civic and cultural background in detail, including origins, development, assumptions and predispositions.	Student describes his or her civic and cultural background, including origins, development, assumptions and predispositions.	Student describes parts of his or her own civic and cultural background, including some of the following: origins, development, assumptions, and predispositions.	Student struggles in describing his or her own civic and cultural background. Student may include some of the following, but does not describe them all adequately: origins, development, assumptions, and predispositions.
5.1.2 Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her position on a specific problem where one or more of these values or practices is involved.	Student describes historical and contemporary positions on selected democratic values and practices, and presents his or her well-developed position on a specific problem.	Student describes historical and contemporary positions on selected democratic values and practices and presents his or her position on a specific problem.	Student describes historical and/or contemporary positions on selected democratic values and practices but may not be able to articulate his or her own position on a specific problem.	Student does not adequately describe historical and/or contemporary positions on selected democratic values and practices, and may not be able to articulate his or her own position on a specific problem.
5.1.3 Provides evidence of participation in a community project through either a spoken or written narrative that identifies civic issues encountered and personal insights gained from this experience.	Student provides evidence of participation in a community project through either a spoken or written narrative that identifies civic issues encountered	Student provides evidence of participation in a community project through either a spoken or written narrative that identifies civic issues encountered	Student provides minimal evidence of participation in a community project through either a spoken or written narrative that identifies civic issues encountered	Student doesnot provide evidence of participation in a community project through either a spoken or written narrative that identifies civic issues encountered

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Lower Division Level (Associate's)	Exemplary 4	Accomplished 3	Developing 2	Beginning 1
5.1.4 Identifies an economic, environmental, or public health challenge affecting at least two continents, presents evidence for that challenge, and takes a position on the challenge.	Student identifies an economic, environmental, or public health challenge affecting at three or more continents, presents evidence for that challenge, and takes a position on the challenge.	Student identifies an economic, environmental, or public health challenge affecting at least two continents, presents evidence for that challenge, and takes a position on the challenge.	Student identifies an economic, environmental, or public health challenge affecting at least two continents, presents evidence for that challenge, but does not take a position on the	Student does not identifie an economic, environmental, or public health challenge affecting at least two continents, presents evidence for that challenge, and takes a position on the challenge.
6.1 Digital Learning				
6.1.1 Summarize security, privacy, ethical, and legal issues related to the digital world	Student summarizes digital issues including security, privacy, ethical and legal issues. The student discusses	Student summarizes digital issues including security, privacy, ethical and legal issues	Student summarizes digital issues but only includes two ofthe following: security, privacy, ethical and legal issues	Student does not summarize digital issues including security, privacy, ethical and legal issues
6.1.2 Describe the principles related to responsibly locating, retrieving, and using information in the digital world	Student describes the principles related to responsibly locating, retrieving, and using information in the digital world. The student applies these standards	Student describes the principles related to responsibly locating, retrieving, and using information in the digital world	Student describes the principles related to responsibly locating and retrieving information in the digital world.	Student does not describe the principles related to responsibly locating, retrieving, and using information in the digital world
6.1.3 Use technology to enhance communication, community, and collaboration	Student uses technology to enhance communication, community, and collaboration in creative or innovative ways.	Student uses technology to enhance communication, community, and collaboration.	Student uses technology in communication, community, and collaboration, but may not be up to date on recent technologies that would facilitate the project.	Student attempts to use technology in communication, community, and collaboration, but fails to do so, for example by not downloading recommended programs or insisting on using older technologies that slow down the rest of the group
6.1.4 Use technology to categorize, organize, and critique information collaboratively	Student uses technology to categorize, organize, and critique information collaboratively. The student also takes a leadership role in the group	Students use technology to categorize, organize, and critique information collaboratively	Students use technology to categorize, organize, and critique information	Student is unable to use technology to categorize, organize, and critique information collaboratively

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