## Rubrics for Direct Assessment of Student Work (papers, presentations, discussion, etc.)

Individual measures from the rubric below are applied directly to student work evaluated during class or evaluated outside of class.

**A note to instructors**: FTS encourages you to incorporate these rubrics into your evaluation of any appropriate FTS assignments, projects, discussions, and/or activities. Doing so will not only help assess FTS student learning outcomes, but also reduce your workload by incorporating assessment into your route evaluation of student work (rather than having to apply a new, separate rubric item after you have already graded/evaluated the student work). Please share the results of your rubric evaluations with the FTS Director, including the details of the assignments/projects/discussions/activities and all results from applying rubric measure. The FTS Director will compile the data across FTS sections and include it in the Program’s assessment reports.

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| **Measure** | **Below Benchmark**[[1]](#footnote-1)0 | **Benchmark**[[2]](#footnote-2)(beginning)1 |  **Milestones** (intermediate)2 3 | **Capstone** (advanced)4 | **Beyond Capstone**[[3]](#footnote-3)5 |
| Programmatic Student Learning OutcomeFTS students will **articulate their values, communicate them to others, and reflect on how values shape decisions in an ethically complex world.** |
| **Application of Ethical Perspectives** [[4]](#footnote-4) |  | Applies ethical perspectives to an ethical question with support but is unable to apply ethical perspectives independently (to a new example). | Applies ethical perspectives to an ethical question, independently (to a new example) and the application is inaccurate. | Independently (to a new example) applies ethical perspectives to an ethical question, accurately, but does not consider the specific implications of the application. | Independently applies ethical perspectives to an ethical question, accurately, and is able to consider the full implications of the application. |  |
| **Connecting Values[[5]](#footnote-5)** |  | Expresses own values when addressing a complex question/challenge. | Connects own values with other, similar values to contribute to understanding of a complex question/challenge. | Connects own values with other, diverse values to explore a complex question/challenge. | Synthesizes own values and other, diverse values to explore a complex question/challenge. |  |
| **Empathy for Other Values**[[6]](#footnote-6) |  | Views the experience of others but does so through own values; responds in a manner that does not acknowledge differences in the other group. | Identifies components of other values but responds with own values; responds in a manner that acknowledges differences in the other group. | Recognizes intellectual and emotional dimensions of other values and sometimes uses other values; inconsistently responds in a manner that recognizes the intellectual and emotional complexity of other values. | Interprets experience from one’s own values and consistently uses other values; consistently responds in a manner that recognizes the intellectual and emotional complexity of other values. |  |
| **Connections to Experience**5, **[[7]](#footnote-7)** |  | Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests. | Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own. | 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 academic knowledge and/or own point of view. | 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 academic knowledge and to broaden own points of view. |  |
| Critical Thinking Student Learning OutcomeFTS students will **evaluate arguments and their underlying assumptions from multiple perspectives.** |
| **Evaluation of Different Positions (Arguments, Perspectives, Values)**4 |  | States a position but cannot state the objections to and assumptions and limitations of different positions. | States a position and can state the objections to, assumptions and implications of different positions but does not respond to them (and ultimately, objections, assumptions, and implications are compartmentalized and do not affect the student’s position. | States a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different positions. The response is inadequate. | 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 positions. The defense is adequate and effective. |  |
| **Evaluating Arguments**[[8]](#footnote-8) |  | Arguments are taken from source(s) with minimal evaluation. Viewpoints are taken as mostly fact, with little questioning. | Arguments are taken from source(s) with some evaluation, but not enough to develop a coherent analysis or synthesis. Some viewpoints are taken as fact, with little questioning. | Arguments are taken from source(s) with enough evaluation to develop a coherent analysis or synthesis. Viewpoints are subject to questioning. | Arguments are taken from source(s) with enough evaluation to develop a comprehensive analysis or synthesis. Viewpoints are questioned thoroughly. |  |
| **Influence of Context and Assumptions**10 |  | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Identifies own and others’ assumptions and several relevant contexts when presenting a position. | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. |  |
| Writing and Speaking Student Learning OutcomesFTS students will **consider purpose, audience, and context when writing and speaking.**FTS students will **make and support claims when writing and speaking.** |
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| **Context of and Purpose for Writing or Speaking**[[9]](#footnote-9), [[10]](#footnote-10) |  | Demonstrates minimal attention to purpose, audience, context, and the assigned tasks(s) (e.g., expectation of instructor or self as audience). | Demonstrates awareness of purpose, audience, context, and the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates adequate consideration of purpose, audience, and context, and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).  | Demonstrates a thorough understanding of purpose, audience, and context that is responsive to the assigned task(s) and focuses all elements of the work. |  |
| **Use Information Effectively to Accomplish a Specific Purpose**[[11]](#footnote-11) |  | Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, incorrectly paraphrased, etc.), so the intended purpose is not achieved. | Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved. | Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved. | Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth. |  |
| **Student's position (perspective, claim)**10 |  | Specific position is stated, but is simplistic and obvious. | Specific position acknowledges different sides of an issue. | Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position. | Specific position is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within position. |  |
| **Supporting Evidence**12 |  | Demonstrates an attempt to use appropriate, relevant evidence to support ideas and/or claims in some of the writing.  | Demonstrates an attempt to use appropriate, relevant evidence to support ideas and/or claims through most of the writing. | Demonstrates consistent use of appropriate, relevant evidence to support ideas and/or claims and shape the whole work. | Demonstrates skillful use of appropriate, relevant evidence to develop ideas and/or claims and shape the whole work. |  |
| Advising Student Learning OutcomeFTS students will **demonstrate familiarity with the College curriculum and campus resources related to advising (Advising SLO)** |
| **Student Independence**[[12]](#footnote-12) |  | Begins to look beyond classroom and/or advisor requirements, showing interest in pursuing resources/information independently.  | Beyond classroom and/or advisor requirements, pursues recommended resources/information and/or shows interest in pursuing independent educational experiences.  | Beyond classroom and/or advisor requirements, pursues additional resources/information and/or actively pursues independent educational experiences.  | Educational interests and pursuits exist and flourish outside classroom and/or advisor requirements. Resources/information and/or experiences are pursued independently. |  |

**Reference**

Rhodes, T. (2010). *Assessing outcomes and improving achievement: Tips and tools for using rubrics*. Washington, DC: Association of American Colleges and Universities.

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If you have questions about using the VALUE rubrics for educational purposes please email value@aacu.org).

1. Student work or collection of work does not meet Benchmark performance. [↑](#footnote-ref-1)
2. Proficiency expected at 100-level [↑](#footnote-ref-2)
3. Student work or collection of work exceeds Capstone performance. [↑](#footnote-ref-3)
4. This rubric was created using the *Association of American Colleges and Universities (AAC&U) Ethical Reasoning VALUE Rubric*. Retrieved from <https://www.aacu.org/value-rubrics> [↑](#footnote-ref-4)
5. This rubric was created using the *Association of American Colleges and Universities (AAC&U) Integrative Learning VALUE Rubric*. Retrieved from <https://www.aacu.org/value-rubrics> [↑](#footnote-ref-5)
6. This rubric was created using the *Association of American Colleges and Universities (AAC&U) Intercultural Knowledge and Competence VALUE Rubric*. Retrieved from <https://www.aacu.org/value-rubrics> [↑](#footnote-ref-6)
7. Connects relevant experience and academic knowledge [↑](#footnote-ref-7)
8. This rubric was created using the *Association of American Colleges and Universities (AAC&U) Critical Thinking VALUE Rubric*. Retrieved from <https://www.aacu.org/value-rubrics> [↑](#footnote-ref-8)
9. Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). [↑](#footnote-ref-9)
10. This rubric was created using the *Association of American Colleges and Universities (AAC&U) Written Communication VALUE Rubric*. Retrieved from <https://www.aacu.org/value-rubrics> [↑](#footnote-ref-10)
11. This rubric was created using the *Association of American Colleges and Universities (AAC&U) Information Literacy VALUE Rubric*. Retrieved from <https://www.aacu.org/value-rubrics> [↑](#footnote-ref-11)
12. This rubric was created using the *Association of American Colleges and Universities (AAC&U) Foundations and Skills for Lifelong Learning VALUE Rubric*. Retrieved from <https://www.aacu.org/value-rubrics> [↑](#footnote-ref-12)