

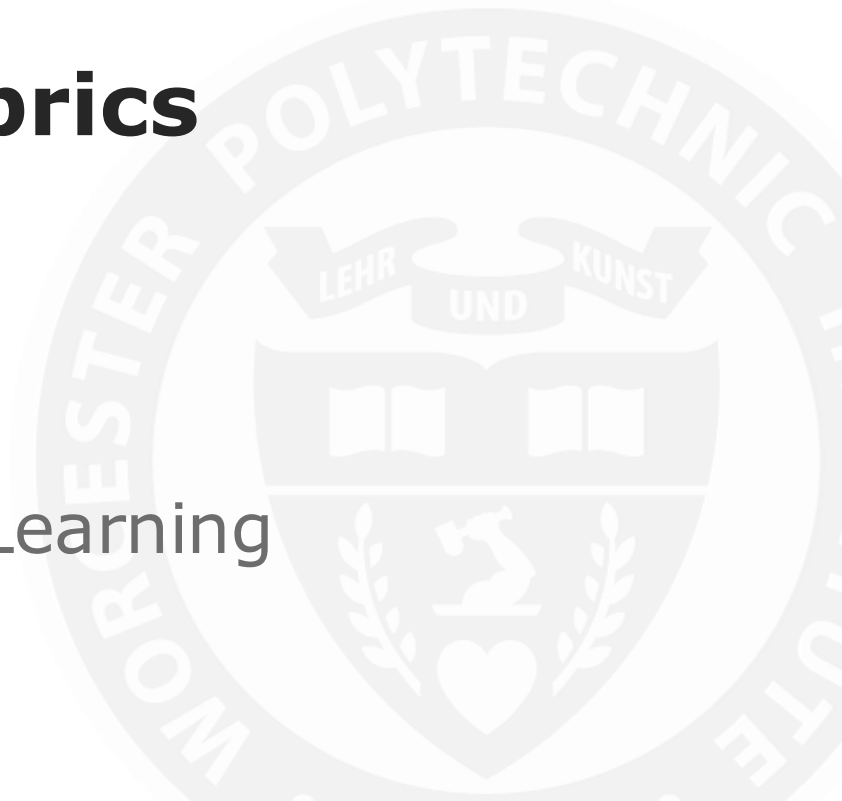


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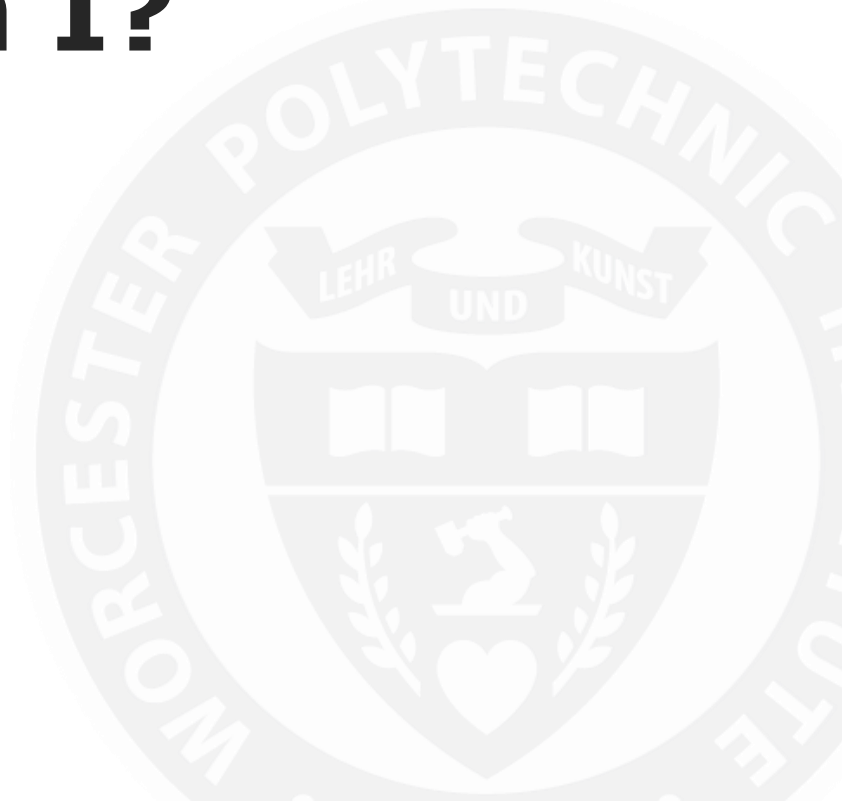
Programmatic Assessment of Project Learning Outcomes Using Rubrics

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June 17, 2021



**Why are we here?
Who am I?**



What is a rubric?

- Document that articulates expectations for a project
- Creates circumstances for dependable judgments about the quality of work to be made

Components of a Rubric

Criteria



INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

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

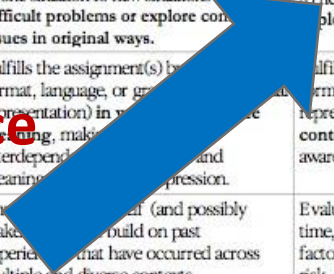
Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Levels



	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graphic (or other visual representation) in meaningful ways, making connections among interdependent parts and conveying meaning and purpose in clear expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Evaluates changes in own learning over time, recognizing complex contextual factors that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

Performance Descriptors



Assignment Variables Purpose

INTRODUCE Assignment designed to introduce the outcome		PRACTICE Assignment designed to afford student practice with the outcome		REINFORCE Assignment designed to reinforce previously practiced outcome		MASTERY Assignment designed for students to demonstrate level of mastery of the outcome	
1	2	3	4	5	6	7	8

Benchmark

Milestone 1

Milestone 2

Capstone

Assignment Variables

- Faculty intentionality per rubric dimension
- % of final course grade that the submitted assignment represents
- Assignment “difficulty”

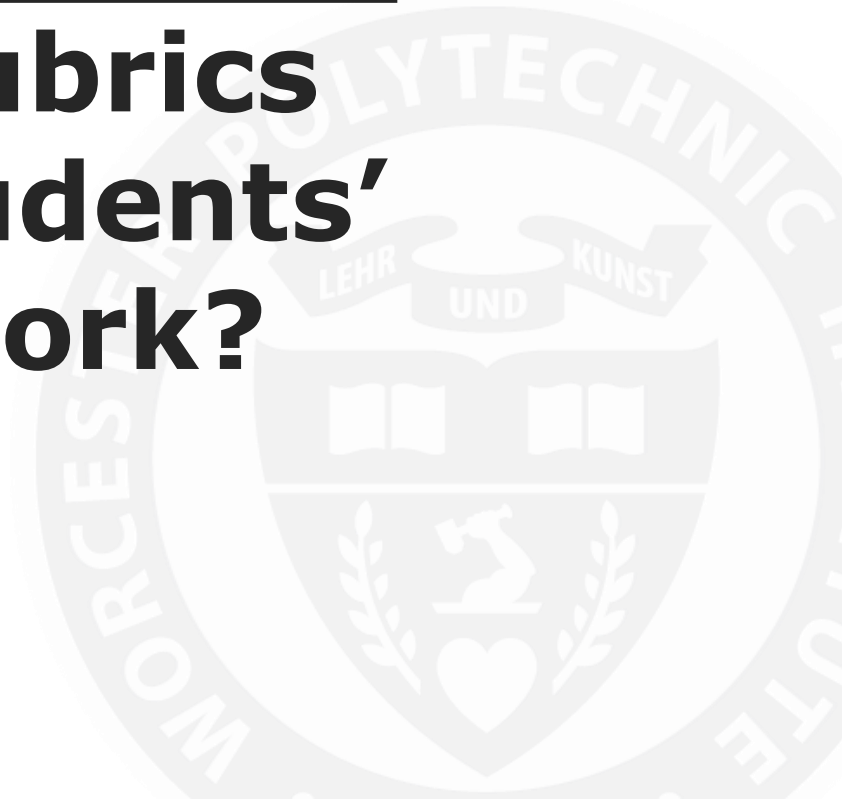
Assignments Matter: Implications

- Assignment design critical
- Question is not “Is it a good assignment?”
- Question is “Does it align?”

Why use rubrics?

- Convey quality standards to students
- Support student self- and peer-assessment
- Evaluate programs
- Assess student work
- Proactively create a basis for having rational discussions with students when grade disputes arise

**What are the
costs and benefits
of using rubrics
for your students'
project work?**



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