

Undergraduate Research Student Learning and Development Outcomes Rubric – Draft 4

Knowledge acquisition, integration, construction, and application	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Possesses a problem-centered focus	Explains the underlying issues of the problem	Defines the problem	Identifies the topic	
Analyzes issues from several perspectives	Analyzes the information in depth and supports the main points	Collects information and performs basic analysis	Collects no viable information	
Evaluates the relative importance of different factors and identifies the most significant	Addresses and analyzes perspectives drawn from several sources and identifies own experience; discusses credibility of sources	Identifies perspectives drawn from several sources, differentiates among theories, facts, and beliefs	Uses a single source or view, depends upon synthesis of others	
Synthesizes and negotiates meaning	Integrates observations, inferences, and relationships to create meaning	Explores relationships among inferences and observations	Observes and records most evident aspects of issue	
Justifies conclusions	Uses previous information and concepts to address the multiple issues and decisions in the new setting	Addresses previous information and concepts that have application to the new situation	Displays limited awareness of previous information that applies to the situation	
Demonstrates understanding of the processes of scholarly exploration and discovery	Presents a plan for exploring a problem; applies research methods	Shows understanding of research methods	Depends upon others to guide scholarly exploration	

Cognitive complexity	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Employs critical thinking in problem solving	Identifies the salient arguments pro and con; thoughtfully analyzes, evaluates major alternative points of view; draws warranted and judicious conclusions	Describes some supporting details from the source; makes connections to sources; demonstrates a basic ability to analyze; states more than one perspective	Misinterprets source material; fails to identify strong and relevant counter-arguments; draws unwarranted conclusions; justifies few results	
Generates novel, unusual, and potentially remote views and actions	Creates a detailed conclusion or complex solution that is complete, well-supported, consistent, and often unique	Offers a conclusion or simple solution that is mostly consistent with the evidence presented	Attempts a solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution	
Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion	Addresses and analyzes perspectives drawn from several sources and identifies own experience; clearly explains abstract ideas and their implications	Identifies perspectives drawn from several sources, defines abstract ideas	Uses a single source or view; does not explain abstract ideas	
Demonstrates reflective thinking	Clearly explains the experience and articulates insights and reasons for judgment	Makes some observations but does not articulate the meaning	No meaningful observations or conclusions	
Understands the impact and consequences of research	Interprets the outcomes and implications of research and discusses potential directions for the future	Discusses research outcomes with little interpretation	Lacks ability to interpret research	

Intrapersonal development	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Demonstrates self-awareness, self-insight, and self-understanding of personal values, needs, motives, behavior, and impact on others	Realistically assesses skills and abilities and articulates plans to strengthen them; defines values system to guide decision making; acknowledges strengths and considers how to strengthen weaknesses	Realistically assesses skills and abilities; makes decisions but lacks understanding of the connection to values; places value on strengths	Has unrealistic view of skills and abilities; lacks interest in what guides decisions; has unrealistic view of strengths	
Is open/receptive to feedback and constructive criticism and uses it effectively for self-understanding and personal/professional growth	Seeks others' opinions and tries to understand reasoning	Listens and respects others' views	Is "I" centered	
Is sensitive to diverse values and feelings and is accepting and open-minded	Holds a broad perspective about diversity and actively seeks diversity in personal and professional life	Demonstrates personal interest in diversity	Shows no interest in diversity, except when it is advantageous to self	
Models healthy behavior, is emotionally mature and stable, and possesses ego-strength and confidence in ability	Accepts responsibility for self and encourages others; uses strong verbal and non-verbal behavior to convey confidence	Accepts responsibility for self; appears comfortable and confident	Is not a self-starter; depends upon reassurance from others; is uncertain about abilities	
Makes ethical decisions	Explains ethical action and the underlying principle	Explains ethical action but is unable to elaborate	Is unable to identify ethical issue	
Exhibits ability to function independently	Works independently	Works with minimal assistance	Relies on considerable assistance	

Interpersonal development	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Develops and maintains satisfying relationships	Maintains relationships by thinking of others before self	Develops satisfactory relationships	Actively discourages relationships by behavior	
Treats others with respect	Treats others with respect even at own expense	Shows respect	Fails to respect others	
Exhibits ability to work interdependently	Works in an interdependent manner; breaks things down on everyone's level; asks questions for clarification	Uses a collaborative approach without analyzing the situational factors	Does not value collaborative efforts	
Challenges appropriately the abusive use of stereotypes by others	Examines impact of stereotypes and acts as advocate for others	Shows concern about stereotypical abuse	Does not show concern about stereotyping	
Listens and responds empathically	Able to see and feel what others see and feel; responds to show understanding	Knows and feels that others see and feel differently; has difficulty in showing understanding	Has little or no empathy; sees things through own ideas and feelings	
Expresses self without violating others	Presents self with composure; shows concern for others	Expresses self but sometimes misses the impact on others	Speaks mind without concern for others	
Knows how to recognize and express anger appropriately in order to reach goals, solve problems, and protect health	Shows skill in dealing with difficult or delicate situations, keeping others' feelings in mind	Sometimes deals with difficult or delicate situations and considers others' feeling	Fails to deal with difficult situations; is mostly concerned with own feelings	

Humanitarian and civic engagement	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Participates in service/volunteer activities	Takes responsibility for helping the group achieve its goal	Chooses activities to contribute to achieving group goal	Takes no responsibility for achieving group goal	
Comprehends the dynamics of a group	Interprets dynamics and offers alternatives for solving problems	Interprets some of the dynamics but offers no solutions for problems	Does not interpret dynamics	
Exhibits democratic principles as a leader	Creates an empowering environment in which all team members contribute equitably to shared team goals	Focuses on the exercise of leadership and fails to address collaborative efforts	Operates independently of the group	
Exhibits the ability to visualize a group purpose and desired outcomes	Has a vision and detailed ideas about the outcomes	Has a clear vision for the group	Has an incomplete or vague notion of the group purpose	
Exhibits behaviors that advance a healthy community	Actively contributes to the welfare of the community	Behaves in the interest of community	Shows no concern for community	
Works cooperatively with others	Always does the assigned work and volunteers to help others	Does assigned work	Relies on others to do the work	
Seeks the involvement of others	Listens actively and provides a summary of important discussions	Listens actively and shows understanding by paraphrasing	Asks for ideas or suggestions but neglects to consider them	
Demonstrates ability to be an effective team member in managing projects	Performs all tasks very effectively; participates enthusiastically; is reliable	Performs assigned tasks but sometimes needs reminders; is generally reliable	Often does not perform assigned tasks; relies on others to accomplish tasks	

Humanitarian and civic engagement (cont.)	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Understands, abides by, and participates in the development, maintenance, and/or orderly change of community, social, and legal standards and norms	Makes informed choices and synthesizes the potential gains and limitations of the dynamic of change and its impact	Is generally able to participate in change efforts but lacks ability to provide leadership	Displays limited understanding of the dynamics of change and its impact	
Appropriately challenges the unfair, unjust, and uncivil behavior of other individuals and groups	Consistently listens and recognizes the problems; makes appropriate input to help the group overcome difficulties	Usually listens and considers other points of view	Is unconcerned about behaviors of (and to) others	
Practical competence	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Makes the connections between classroom and out-of-classroom learning	Evaluates experience to determine what can be learned	Attempts to learn from experience	Fails to learn from experience	
Writes coherently and effectively	Develops ideas cogently and organizes them logically; has clear and specific introduction and conclusion.	Develops coherent ideas; has clear overall organization relating most ideas together; has a good introduction and conclusion.	Does not develop ideas; has an uneven and ineffective overall organization; has unclear introduction and conclusion	
Effectively makes presentations or gives performances	Has clear opening statement that catches the audience's interest; has an excellent delivery; uses body language effectively; uses media to enhance speech; delivers a well-documented and persuasive conclusion.	Makes opening statement is relevant to topic; has an appropriate pace and volume of delivery; has no distracting mannerisms; looks at slides to keep on track with presentation; summarizes main points in conclusion.	Makes no opening statement; is hard to understand; demonstrates one or more distracting mannerisms; relies heavily on media; has no conclusion or it is poor.	

Practical competence (cont.)	5-4 Exemplary	3-2 Satisfactory	1-0 Unacceptable	Score
Applies previously understood information and concepts to a new situation or setting	Uses previous information and concepts to address the multiple issues and decisions in the new setting	Addresses previous information and concepts that have application to the new situation	Displays limited awareness of previous information that applies to the situation	
Overcomes obstacles that hamper goal achievement	Achieves goals and finds ways to overcome obstacles	Sets achievable goals	Achieves goals with ongoing assistance	
Articulates long-term goals and objectives	Sets long-term goals that based upon analysis of values	Sets personal long-term goals	Shows little concern for long-term goals	
Initiates actions toward achievement of goals	Initiates actions that deal with the most important issues	Has at least one action to achieve goals	Has no action or proposes infeasible action	