

| LBCC ISLO Rubric | | | | | |
|--|-------------------------------|---|---|---|--|
| | 0 | Limited Proficiency - 1 | Some Proficiency - 2 | Proficiency - 3 | Excellence - 4 |
| ISLO 5: Demonstrate the skills required to successfully enter and advance in the workforce, fulfill one's educational goals, and make lifestyle choices that promote personal well-being. | unable to observe or evaluate | apprehends and accurately summarizes/paraphrases texts; approaches texts in the context of assignments with the view to finding correct answers; identifies a purpose for reading but relies on external authority for verification; comments about texts in ways that preserve the author's meaning and link to assignments -OR- explores a topic on a surface level with basic facts or low interest; completes required work; begins to look beyond classroom requirements and shows interest in pursuing knowledge independently; makes vague references to previous learning but does not apply knowledge to new situations -OR- can recognize obvious ethical issues but fails to grasp complexity/interrelationships; applies ethical perspectives with support but cannot apply those perspectives independently to a new example; cannot state objections, assumptions, or limitations to different perspectives -OR- shares ideas and engages team members by taking turns and listening without interrupting; completes all tasks by deadlines; supports a constructive team climate in one way of the following ways -- respect, positive tone, motivation, assistance; passively accepts alternate viewpoints/ideas/opinions | evaluates text features and draws basic inferences about content and purposes of texts; reflects on reading experiences across genres experimentally and intentionally; engages with texts with a view to gain knowledge; reads purposefully and chooses interpretive strategies; discusses texts/content in ways that contribute to shared understandings -OR- explores a topic with some evidence of depth and with mild interest; completes required work and identifies opportunities to expand knowledge and abilities; pursues knowledge and educational experiences beyond classroom requirements; refers to previous learning and attempts to apply skills in new situations -OR- can recognize basic and obvious ethical issues but only minimally grasps the complexities or interrelationships among them; applies ethical perspectives to a new example independently but application is inaccurate; states a position and acknowledges assumptions and implications but does not respond to them or allow them to affect the student's position -OR- offers suggestions to advance the work of a group; engages team members in ways that facilitate others' contributions; completes all tasks by deadlines with work that advances the overall project; supports a constructive team climate in two ways -- respect, positive tone, motivation, assistance; can direct group focus toward common ground and away from conflict | draws more complex inferences about texts using general background knowledge and contexts; uses texts in the context of scholarship to raise and explore important questions; articulates interpretive strategies and delineates multiple ways of reading texts; elaborates on texts to deepen or enhance ongoing discussion -OR- explores a topic in depth, yielding insight and interest in the subject; completes required work and pursues opportunities to expand knowledge, skills, and abilities; pursues additional knowledge and independent educational experiences; applies previous learning to new situations -OR- can recognize ethical issues when presented in complex contexts or can grasp cross-relationships; can independently apply ethical perspectives to a new example accurately but misses its implications; states a position and acknowledges objections and assumptions but does so inadequately -OR- offers alternative solutions or courses of action that build on others' ideas; engages team members in ways that facilitate contributions by building on/synthesizing others' ideas; comprehensively completes all tasks by deadlines with work that advances the overall project; supports a constructive team climate in three ways -- respect, positive tone, motivation, assistance; identifies and acknowledges conflict and stays engaged with it | recognizes implications of texts for contexts, perspectives, or issues beyond the assigned task or message; evaluates texts for scholarly significance according to their contributions and consequences; provides evidence of the ability to engage texts as part of a continuing dialogue within and beyond a community/discipline; discusses texts with an independent disposition to further disciplinary conversations -OR- explores a topic in depth, yielding rich awareness and/or little known information in the subject; completes required work and generates and pursues opportunities to expand knowledge, skills, and abilities; educational interests and pursuits exist outside of classroom requirements; pursues knowledge and experiences independently; applies previous learning to new situations in innovative ways -OR- can recognize ethical issues when presented in complex contexts and recognizes cross-relationships among issues; applies ethical perspectives accurately and with full consideration of the implications; states a position and acknowledges assumptions and implications with a defense that is adequate and effective -OR- helps the team/group move forward by articulating the merits of alternative ideas; engages team members in ways that facilitate others' contributions by synthesizing ideas and inviting non-participants to engage; comprehensively completes all tasks by deadlines with work that advances the overall project and assists other team members to complete their tasks to the same level of excellence; supports a constructive team climate by providing respect, a positive tone, motivation, and assistance; addresses destructive conflict and helps to resolve it to strengthen team cohesiveness and effectiveness |

Note: The rubric above was created using the Association of American Colleges and Universities (AAC&U) Critical Thinking VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>.