

Tennessee Tech EDGE Student Achievement Rubric* Fall 2016. Updated 7-29-16.

Student Learning Outcome	Advanced (4)	Competent (3)	Emerging (2)	Novice (1)	Either/Or: Not able to score (98) or not in assignment (99)	Rating
SLO 1: Students will effectively use digital information search tools (UNIV 1020 Connections courses or equivalent).						
SLO 2: Students will formulate a creative inquiry question or problem.						
	<i>Topic selection</i>	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that, while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.	
	<i>Explanation of question/problem</i>	Clearly states and comprehensively describes the question/problem to be considered, delivering all relevant information necessary for full understanding.	States, describes, and clarifies the question/problem to be considered, so that omissions do not seriously impede understanding.	States the question/problem to be considered but leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	States the question/problem to be considered, without clarification or description.	
SLO 3: Students will explore a creative inquiry question or problem.						
	<i>3.1 Choosing an appropriate discovery process to address the problem</i>	Skillfully develops all elements of the methodology or theoretical framework; may synthesize appropriate methodologies or theoretical frameworks from across disciplines or from relevant subdisciplines.	Appropriately develops critical elements of the methodology or theoretical framework but ignores or does not account for more subtle elements.	Omits, incorrectly develops, or lacks focus upon critical elements of the methodology or theoretical framework.	Demonstrates a lack of understanding of the methodology or theoretical framework in the inquiry design.	
	<i>3.2 Collecting information relevant to the problem</i>	Accesses information using effective, well-designed search strategies and most appropriate information sources; effectively refines inquiry in response to evidence.	Accesses information using a variety of search strategies and some relevant information sources; demonstrates ability to refine search.	Accesses information using simple search strategies; retrieves information from limited and/or similar sources; demonstrates limited ability to refine inquiry in response to evidence.	Accesses information randomly; retrieves information that lacks relevance and quality; demonstrates no ability to refine inquiry.	
	<i>3.3 Assessing collected information in a discipline appropriate manner</i>	Identifies significant premises from previous scholarship and critically questions assumptions and evidence; questions viewpoints of scholars thoroughly; uses assessment methods that are well-suited to the discipline.	Identifies several important premises from previous scholarship; avoids relying on unfounded assumptions or irrelevant or inadequate evidence; sometimes questions scholars' viewpoints; uses assessment methods that are appropriate to the discipline.	Identifies general themes from previous scholarship and may rely on unfounded assumptions and/or irrelevant evidence; provides few questions about scholars' viewpoints; uses assessment methods that are ill-suited to the discipline.	Identifies few or no important themes from previous scholarship; asks no questions of scholars' viewpoints, taking them as fact; provides little evidence of following appropriate scholarly conventions for assessment.	

SLO 4: Students will create an original scholarly or creative project applying (4.1) critical thinking skills and/or (4.2) creative thinking skills.						
Pick three	<i>4a. Analysis</i>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to the focus.	Organizes evidence to reveal important patterns, differences, or similarities related to the focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence without organizing it or relating it to the focus.	
	<i>4b. Conclusions</i>	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings; the conclusion arises specifically from, and responds specifically to, the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.	
	<i>4c. Embraces Contradictions</i>	Fully integrates alternate, divergent, or contradictory perspectives or ideas.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.	
	<i>4d. Originality of thought</i>	Extends unique/novel ideas, questions, formats, or products to create new knowledge or knowledge that cuts across boundaries.	Combines existing ideas in new ways or transfers existing ideas to new contexts.	Experiments with creating unique/novel ideas, questions, formats, or products.	Restates/reformulates a collection of available ideas.	
	<i>4e. Connecting, Synthesizing, Transforming</i>	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.	
SLO 5: Students will communicate their findings/creations/art/inventions in a discipline appropriate manner						
	<i>Clarity and organization</i>	Communicates with complete focus, organization, and clarity, with no errors affecting comprehension.	Communicates with general focus, organization, and clarity, with only a few errors that do not detract from comprehension.	Communicates with some organization, but with several errors that detract from comprehension.	Communicates in a way that is disorganized, incoherent, vague, or inappropriate.	
	<i>Applying appropriate scholarly conventions when reporting or performing</i>	Consistently and successfully employs all key conventions appropriate to the audience and/or context; makes appropriate, highly effective, and perhaps innovative choices in presenting or performing.	Successfully employs most conventions appropriate to the audience and/or context; makes appropriate and effective choices in presenting or performing.	Employs some conventions appropriate to the audience and/or context; makes some effective choices in presenting or performing.	Employs few or no appropriate scholarly conventions in presenting or performing.	

*Portions of this rubric were adapted from the American Association of Colleges and Universities VALUE rubrics and QEP program rubrics from George Mason University and Florida Atlantic University.