



Association  
of American  
Colleges and  
Universities

FALL 2008 VALUE FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING METARUBRIC DRAFT FOR PUBLIC RELEASE

*This rubric is the first step in a rubric development process that will produce additional drafts, each responsive to the feedback received. Feedback deadline is February 15, 2009. The next draft of this rubric will be available in May 2009. For more information or to give feedback, please email Wende Morgaine at wendemmm@gmail.com. Thank you!*

Evaluators are encouraged to assign a **zero** to any performance that doesn't meet level one performance.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Curiosity</b>	Consistently explores a topic in depth, yielding rich insight and/or esoteric information indicating intense passion for the subject.	Usually explores a topic in depth, yielding insight and/or information suggesting interest in the subject.	Explores a topic with some depth, sometimes providing insight and rich information. However, overall treatment seems formulaic.	Explores topic at a superficial level, rarely providing insight or information beyond the very basic facts.
<b>Motivation</b>	Actively seeks opportunities to expand knowledge, skills, and abilities.	Usually seeks opportunities to expand knowledge, skills, and abilities.	Sometimes seeks opportunities to expand knowledge, skills, and abilities.	Rarely seeks opportunities to expand knowledge, skills, and abilities.
<b>Independence</b>	Consistently presents meaningful insights without guidance from others.	Usually presents insights without guidance from others.	Sometimes presents findings with minimal guidance from others.	Rarely asks questions or seeks information without guidance from others.
<b>Transfer</b>	Consistently synthesizes previous learning and skills into new learning that enhances comprehension and performance in novel situations	Usually synthesizes previous learning and skills into new learning that enhances comprehension and performance in novel situations	Sometimes synthesizes previous learning and skills into new learning that enhances comprehension and performance in novel situations	Rarely synthesizes previous learning and skills into new learning that enhances comprehension and performance in novel situations
<b>Reflection</b>	Internally examines and explores an issue, consistently yielding clarified meaning and indicating a changed conceptual perspective	Internally examines and explores an issue, usually yielding clarified meaning and indicating a changed conceptual perspective	Examines or explores an issue with some depth, sometimes yielding clarified meaning or indicating a changed conceptual perspective	Examines or explores an issue at a superficial level, rarely yielding clarified meaning or indicating a changed conceptual perspective

*Created by a team of faculty from higher education institutions across the United States.*