



Association  
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FALL 2008 VALUE INQUIRY AND ANALYSIS 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 wendemm@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>Identifies and summarizes problem, issue or question to be investigated</b>	Identifies an important and relevant problem, issue or question.  States it in a clear and appropriately focused way	Identifies a relevant problem, issue or question.  States it in a clear and somewhat focused way	Identifies a somewhat relevant problem, issue or question.  States it in a general way that may lack focus.	Identifies problem/issue or question that is too general or trivial
<b>Presents existing knowledge, research and/or views</b>	Presents thorough and relevant coverage of existing knowledge;  Connects information to problem and considers alternative ways of approaching the problem	Presents adequate information from multiple, relevant sources  Integrates existing knowledge; connects information to problem	Presents limited information from relevant sources.  Restates existing knowledge	Presents information from few, weak or inappropriate sources.
<b>Designs inquiry process</b>	Inquiry design uses all elements of relevant methodology or theoretical framework	Inquiry design uses some elements of relevant methodology or theoretical framework.	Inquiry design uses few elements of relevant methodology or theoretical framework	Inquiry design suggests misunderstanding of methodology or theoretical framework.
<b>Analyzes research/evidence</b>	Synthesizes research/evidence to reveal new patterns, differences, similarities.  Works within complexity of problem, issue or question.  Where appropriate, uses theoretical framework to elucidate complexities of problem, issue or question.	Organizes research/evidence to reveal some patterns, differences, similarities.  Simplifies complexity of problem, issue or question.  Where appropriate, connects patterns, differences, similarities to theoretical framework.	Organizes research/evidence to reveal single or very few patterns, differences, similarities.  Addresses single element or few elements of complex problem.	Lists research/evidence.
<b>Draws inferences and conclusions from analysis</b>	States a clear and insightful conclusion from issue/object/work.  Provides a fully developed rationale that demonstrates a solid understanding.	States a clear and appropriate conclusion from issue/object/work.  Provides a partially developed rationale that demonstrates adequate understanding.	States a somewhat clear and appropriate conclusion from issue/object/work.  Provides a partially developed rationale that demonstrates limited understanding.	States an ambiguous, illogical, or unsupported conclusion from issue/object/work.  Provides a minimally developed rationale that demonstrates very limited understanding.
<b>Identifies limitations of one's inquiry and analysis</b>	Identifies apparent and implicit limitations and implications of issue/object/work.	Identifies apparent limitations and implications of issue/object/work.	Identifies some of the apparent limitations and/or implications of issue/object/work.	Identifies very few of the apparent limitations and/or implications of issue/object/work.