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| **Assignment 3: Group Project: Interview Synthesis & Reflection**  Develop a presentation with two (or more) of your classmates in which you reflect on the experience of conducting and writing your interview projects. Address three questions: what did you learn about conducting interviews? How did your interviews change, enhance or challenge your thinking about what it means to live a life of significance? Given what you learned, what specific recommendations would you make about crafting curricular and co-curricular plans in college that will result in a life of significance? | | | | |
|  | **4 – Exemplary** | **3 – Accomplished** | **2 – Developing** | **1 – Beginning** |
| **Provides Insights About Interviewing**  *Answers and supports question 1: What do you learn about interviewing?*  *20%* | Synthesizes two or three insights about the interview process with supporting evidence from the group’s interview experiences; insights and inferences are logically sound and fully explained | Articulates two or three insights about the interview process with supporting evidence from group’s interview experiences; insights may benefit from additional elaboration or explanation; inferences are generally sound | Provides relevant insights about interview process with evidence from the individual interview experiences; insights may not be synthesized across the group or underlying logic may not yet be fully articulated, even if sound | Insights may be provided, but are not yet synthesized at the group level; supporting evidence may be missing or relationship between evidence and conclusions not yet stated or may be unsound |
| **Provides Insights About Life of Significance**  *Answers and supports question 2: How did your interviews enhance or challenge your thinking about living a life of significance?*  *25%* | Compares interviews to develop two or three synthetic insights about life of significance; insights are positioned in relation to prior class/group discussions and materials about life of significance; tensions or contradictions are acknowledged and addressed | Compares interviews to develop two or three insights or inferences about life of significance; additional elaboration or evidence would strengthen; connection to prior class/group discussions and materials may be more implied than stated; tensions or contradictions are recognized if not fully addressed | Provides relevant insights and inferences about life of significance with evidence from individual interviews; limited synthesis or comparison across all cases; relationship between details and insights may require further elaboration; tensions or contradictions may be acknowledged but not addressed | Insights and inferences may be provided, but they are not yet synthesized or compared across all cases; supporting evidence may be missing or relationship between evidence is not yet demonstrated; assertions may raise more questions than they answer; limited or no consideration of potential tensions or contradictions |
| **Provides Recommendations**  *Answers and supports question 3: Given what you’ve learned, what specific recommendations do you have?*  *25%* | Develops two or three recommendations about how to craft a life of significance based on group’s interviews; inferences are sound and made explicit; potential objections are acknowledged and addressed | Compares interviews to develop two or three recommendations about how to craft a life of significance; additional elaboration or explanation would strengthen; potential objections are recognized, but may not be fully addressed | Provides recommendations about how to craft a life of significance; recommendations rely heavily on one or two interviews; relationship between recommendations and details may not be stated explicitly, even if thinking is sound; potential objections may not be explicitly recognized or addressed | Recommendations may be missing or, if provided, the relationship to the group’s interviews is not yet explained; evidence may be incomplete or missing; inferences may be unsound, raising more questions than they answer, objections have not yet been recognized or addressed |
| **Presenters Contribute Comparably**  *Each presenter contributes comparably to the presentation*  *15%* | Each group member acts as an equal partner; presenters operate as a team with each presenter playing an important (not necessarily the same) role | Each group member contributes to the presentation; presenters operate as well-coordinated individuals working from the same script; no presenter dominates | Each group member presents, but the group operates more as individuals than a team; one person may dominate; group may not appear to be on the same page | Individual group members not yet coordinated or some may not present; members may not work from same script; one or two individuals may dominate |
| **Engages Audience**  *Presentation engages audience*  *15%* | Virtually no distractions in how presenters engage the class/audience through eye contact, vocal intonation, body posture, visuals, movement, and overall organization; presenters appear confident and practiced | Minimal distractions in how presenters engage the class/audience through eye contact, vocal intonation, body posture, visuals, movement, and overall organization; presenters appear confident and practiced, i | Multiple distractions in how presenters engage the class/audience through eye contact, vocal intonation, body posture, visuals, movement, and overall organization; presenters may not yet appear confident and/or practiced | Significant distractions in how presenters engage the class/audience through eye contact, vocal intonation, body posture, movement and overall organization; manner undermines presentation and presenters do not appear practiced |

**Developing Rubrics for IDS 142: Living a Life of Significance**

Rubric: “a scoring tool that lays out the specific expectations for an assignment” (Stevens & Levi, 2005, p. 3).

**Why use rubrics?**

Rubrics…

* Provide timely feedback
* Prepare students to use detailed feedback
* Encourage critical thinking
* Facilitate communication with others
* Help us refine our teaching methods
* Level the playing field (Stevens & Levi, 2005, p. 28)

**Parts of a rubric:**

* Task description: the assignment
* Scale: levels of achievement (e.g., excellent, competent, needs work; sophisticated, competent, partly competent, not yet competent; advanced, proficient, approaching, novice; exceeds expectations, meets expectations, needs improvement, inadequate; capstone, milestone 2, milestone 1, benchmark)
* Dimensions: a breakdown of the skills/knowledge involved in the assignment
* Description of performance: specific feedback about performance at each level of the scale for each dimension (Stevens & Levi, 2005, p. 6)

**Stages for constructing a rubric:**

Stage 1: Reflect on the expectations and what we want from students, including evidence for learning

Stage 2: List the details of the specific assignment and the learning outcomes

Stage 3: Group and label materials from Stage 1 & 2 to identify dimensions

Stage 4: Organize into a grid and identify different levels of achievement (Stevens & Levi, 2005, p. 30-46)

Source: Stevens, Dannelle D., and Levi, Anotnia J. (2005). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning.* Sterling, VA: Stylus.