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| --- | --- | --- | --- | --- |
| **Assignment 4: Significant Communities**  Identify, investigate, and evaluate a specific group or community. Gather information about this group, including its history, practices, values, priorities, and impact. Draw on the work completed previously (assignments 1-3) to determine the extent to which this community enables or constrains the achievement of a life of significance. Include a reflective narrative with the final report in which you reflect on what completing this project has meant for you. | | | | |
|  | **4 – Exemplary** | **3 – Accomplished** | **2 – Developing** | **1 – Beginning** |
| **Describes Group History and Practices**  *Provides a history and description of core practices of group under examination; answers the question, what makes this group a recognizable group?*  *20%* | Depicts the group’s essence, organized into salient points with relevant information about group origins, goals, and beliefs, as well as practices, organizational structures, rituals, and/or linguistic or aesthetic aspects as appropriate; represents group on own terms |  |  |  |
| **Articulates Group’s Impact**  *Illustrates and analyzes how this group influences, shapes, or impacts participants and/or outsiders; answers the question, how does this group shape the lives of insiders and outsiders?*  *20%* | Insightful analysis of how group activities shape members, including what members and outsiders gain or lose from group participation; draws sound inferences based on relevant details |  |  |  |
| **Assesses Group**  *Assesses the group’s capacity to enable or constrain living a life of significance; answers the question, to what extent does this group enable (or constrain) a life of significance?*  *25%* | Pointed assessment of the extent to which the group fosters or cultivates lives of significance, including consideration of gaps between intention and impact, stated values (espoused theory) and practices (theory in use), and/or tensions between various norms, practices, statements, and assumptions |  |  |  |
| **Uses Relevant Research**  *Employs library research, direct observation, and interviews to support explanations and points*  *20%* | References and engages relevant and trustworthy sources, including books, articles, interviews, and observations as appropriate; triangulates conclusions with multiple sources or one or two very reliable sources and demonstrates awareness of source limitations |  |  |  |
| **Includes Reflective Narrative**  *Accompanied by a reflective narrative that details project development and what that project has meant for you*  *15%* | Accompanying reflective narrative provides a rich description of the various stages of project development (topic selection, researching, triangulation of sources, drawing conclusions, etc.) and what the project has meant for the author (e.g., how it has changed their thoughts, feelings, or attitudes about the group, about research, about what constitutes a life of significance) |  |  |  |

**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.