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| --- | --- | --- | --- | --- |
| **Assignment 5: Curricular and Co-Curricular Plan for Living a Life of Significance**  Develop a curricular and co-curricular plan for your time at BSC, including a rationale for how this plan will help you achieve a life of significance as you have come to understand it. Consider this plan a living document that incorporates intentionality, flexibility, and exploration. | | | | |
|  | **4 – Exemplary** | **3 – Accomplished** | **2 – Developing** | **1 – Beginning** |
| **Connects to Overarching Principles**  *Plan elements link to overarching principles, values, or concepts*  25% | Plan connects to student-identified overarching principles and values; demonstrates strong grasp of the intended purpose of curricular and co-curricular opportunities  Plan includes consideration of potential contradictions, objections, conflicts, or tensions either within the plan or external to the plan |  |  |  |
| **Provides Details**  *Plan is sufficiently detailed so that it can be understood by others and replicated*  40% | References specific details relevant to the academic and co-curricular plans, including courses, clubs, E-term options, and so on; readers could follow this plan as written |  |  |  |
| **Considers Contingencies**  *Includes contingencies, questions, and options to avoid over-prescription*  20% | Plan allows for contingencies and explains how to execute the plan in the face of setbacks, roadblocks, changes in circumstances or context beyond one’s control, etc.; plan indicates openness to changes, prioritizing values and dispositions over specific career or educational objectives |  |  |  |
| **Format and Style Demands**  *Meets reader’s expectation for formatting, punctuation, grammar, and other stylistic elements*  15% | Overall organization is clear, with well-placed paragraphs and sections; sentence-level language is essentially error free, requiring little additional proofreading; citations and quotations are consistent and appropriately integrated for the genre; language and style may be particularly effective |  |  |  |

**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.