VALUE Rubrics
As Tools for Pedagogical Innovation

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LEAP Texas Webinar
February 21, 2018
WEBINAR AGENDA

• Introductions & Perspectives on the Topic – AAC&U and the LEAP States Initiative
• The Texas Core and Associated VALUE Rubrics
• VALUE Rubrics and Pedagogy
• Professional Development
• Examples from Texas and Other States
• Announcement, Resources, Contact Info
• Q & A
# Texas Core Objectives

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<thead>
<tr>
<th>Texas Core Objectives</th>
<th>Associated VALUE Rubrics</th>
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<tbody>
<tr>
<td>1. Critical thinking skills</td>
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<td>2. Communication skills</td>
<td>2. Written communication</td>
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<td>3. Oral Communication</td>
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<td>3. Empirical &amp; quantitative skills</td>
<td>4. Quantitative literacy</td>
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<td>4. Teamwork</td>
<td>5. Teamwork</td>
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<td></td>
<td>7. Intercultural knowledge &amp; competency</td>
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<td>6. Personal Responsibility</td>
<td>8. Ethical reasoning</td>
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**AAC&U**

LEAP Faculty Collaboratives
TEXAS CORE & VALUE RUBRICS

• Other VALUE Rubrics offer additional dimension of learning outside of but connected to the Texas Core Objectives.

• In the same way that student learning outcomes must be agreed upon before curriculum is formed and assessments are created, using the Core Objectives and their associated VALUE Rubrics as foundational goals can effectively guide curriculum development beyond the core.
Rubric ≠ Accountability Tool
VALUE RUBRICS & PEDAGOGY

Rubric = Pedagogical Innovation with Assessment Potential
VALUE RUBRICS & PEDAGOGY

Many rubric problems are not (just) methodological, but **pedagogical**

For classroom assessment to generate meaningful information, all aspects of the classroom experience must align pedagogically: course outcomes, course content, the learners themselves, the instructional and performance contexts, and the pedagogical strategies used.

**In other words, assessment must be related to the what, who, and how of teaching and learning.**

*(McConnell & Doolittle, 2017)*
VALUE RUBRICS & PEDAGOGY

HOW TO ENCOURAGE SUPPORT

• Expectancy-Value Theory of motivation
  – Expectancy - ability to accomplish task
  – Value - perceived importance
  – Cost - sacrifice

4 Conditions for Faculty Support for Pedagogical Innovation

4 Conditions

#1: The goals of the innovation must be clearly communicated and consistent with faculty values and concerns.

#2: Faculty must have the opportunity to gain expertise with the innovation and explore their questions in a way that does not make inordinate demands on their time.

#3: Faculty should see rewards for their participation.

#4: Faculty must perceive an institutional commitment to provide on-going support for the innovation.
Professional Development

Feedback from scorers summer 2017, Refinement Year
“I found this training to be very good in terms of my professional development as a professor. I scored papers from many disciplines as well as my own and can know see how to work more closely with my students to further assist in getting back work that I expect from them.”
Professional Development

Assignment design

• “Many student work artifacts are not a great fit for the QL rubric”

• “I often felt as if I was assessing the assignment design rather than the student's work. I gave many zeros simply because the assignment did not fit the rubric.”
Professional Development

Thinking about learning outcomes

• “I think I have a better sense of what makes good writing.”
Professional Development

Desire for more professional development

• “I manage assessment on my campus. Scoring this work gave me insight into assignment design that I can take to my faculty.”
### ASU’S QEP RUBRIC: SOCIAL RESPONSIBILITY

#### SLO’s/Indicators

<table>
<thead>
<tr>
<th>SLO’s/Indicators</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Emerging (2)</th>
<th>Insufficient or Incomplete (1)</th>
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<tbody>
<tr>
<td>SR1 Intercultural Competence</td>
<td>Demonstrates sophisticated awareness of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.</td>
<td>Demonstrates substantial awareness of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.</td>
<td>Demonstrates partial awareness of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.</td>
<td>Demonstrates minimal awareness of the complexity of elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.</td>
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<td>SR1.1 Intercultural Awareness</td>
<td>Tailors communication strategies to effectively navigate the cultural differences in verbal and nonverbal communication.</td>
<td>Communicates in a cultural context and demonstrates substantial understanding of cultural differences in verbal and nonverbal communication.</td>
<td>Communicates in a cultural context and demonstrates partial understanding of cultural differences in verbal and nonverbal communication.</td>
<td>Communicates in a cultural context, but demonstrates minimal understanding of cultural differences in verbal and nonverbal communication.</td>
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<td>SR2 Civic Responsibility</td>
<td>Consistently integrates knowledge from one's own study/field/discipline with civic responsibility and one's own civic participation.</td>
<td>Consistently integrates knowledge from one's own study/field/discipline with civic responsibility or to one's own civic participation.</td>
<td>Begins to integrate knowledge from one's own study/field/discipline with civic responsibility or to one's own civic participation.</td>
<td>Demonstrates knowledge (facts, theories, etc.) relevant to civic responsibility and to one's own civic participation.</td>
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<tr>
<td>SR2.1 Connecting Civic Knowledge and Responsibility</td>
<td>Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.</td>
<td>Communicates in civic context by demonstrating the ability to do all of the following: express, listen, adapt ideas and messages based on others' perspectives.</td>
<td>Communicates in a civic context by demonstrating the ability to do more than one of the following: express, listen, adapt ideas and messages based on others' perspectives.</td>
<td>Communicates in a civic context by demonstrating the ability to do one of the following: express, listen, adapt ideas and messages based on others' perspectives.</td>
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<td>SR2 Civic Communication</td>
<td>Provides evidence of and a commitment to meaningful community action accompanied by reflective insights or analysis about the aims and accomplishments of one's action.</td>
<td>Provides evidence of community activity and clearly articulates what was learned as a result (activity, sufficient learning, but no benefit to community).</td>
<td>Provides evidence of community activity and minimally expresses what was learned as a result (activity, minimal learning, but no benefit to community).</td>
<td>Provides evidence of community activity but does not indicate that anything was learned as a result (activity but no learning or benefit to community).</td>
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<td>SR3 Community Engagement</td>
<td>Provides evidence of mutually beneficial community engagement and clearly articulates what was learned through the engagement experience (activity, sufficient learning and community benefit).</td>
<td>Provides evidence of community activity and clearly articulates what was learned as a result (activity, sufficient learning, but no benefit to community).</td>
<td>Provides evidence of community activity and minimally expresses what was learned as a result (activity, minimal learning, but no benefit to community).</td>
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<td>SR3.1 Connecting Learning and Engagement</td>
<td>Provides evidence of and a commitment to meaningful community action accompanied by reflective insights or analysis about the aims and accomplishments of one's action.</td>
<td>Provides evidence of community activity and clearly articulates what was learned as a result (activity, sufficient learning, but no benefit to community).</td>
<td>Provides evidence of community activity and minimally expresses what was learned as a result (activity, minimal learning, but no benefit to community).</td>
<td>Provides evidence of community activity but does not indicate that anything was learned as a result (activity but no learning or benefit to community).</td>
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<td>SR3.2 Community Action and Reflection</td>
<td>Provides evidence of community focused action and begins to reflect or describe how this action may benefit individual(s) or communities.</td>
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<td>Provides evidence of community focused action and begins to reflect or describe how this action may benefit individual(s) or communities.</td>
<td>Provides evidence of some community focused action but shows little understanding of its aims or effects.</td>
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RESOURCES

- LEAP Texas Homepage: http://leaptx.org/
- LEAP Texas VALUE Page: http://leaptx.org/development-hub/value-rubrics/
- AAC&U VALUE Project: http://www.aacu.org/value
- AAC&U Faculty Collaboratives Project: http://aacu.org/faculty
- NIOLA Assignment Library: http://www.assignmentlibrary.org/search
EVENT ANNOUNCEMENT

5th Annual LEAP Texas Conference
March 25-27, 2018
Omni Houston Hotel Westside
13210 Katy Fwy, Houston, TX 77079

http://leaptx.org/events/fifth-annual-conference/
CONTACT INFORMATION

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