



# ASSESSMENT MATTERS:

March 2017

## VALUE Rubrics

### Valid Assessment of Learning in Undergraduate Education

#### What are they?

VALUE (Valid Assessment of Learning in Undergraduate Education) is a campus-based assessment initiative sponsored by the Association of American Colleges & Universities (AAC&U) as part of its Liberal Education and America's Promise (LEAP) initiative. VALUE rubrics or scoring guides provide needed tools to assess students' own authentic work, produced across their diverse learning progressions and institutions, to determine whether and how well students are meeting graduation level achievement in learning outcomes that both employers and faculty consider essential.

#### How were they developed?

Teams of faculty and other educational professionals from institutions across the country—two- and four-year, private and public, research and liberal arts, large and small—developed rubrics for sixteen Essential Learning Outcomes that all students need for success in work, citizenship, and life. The VALUE rubrics are being used to help institutions demonstrate, share, and assess student accomplishment of progressively more advanced and integrative learning.

#### Who uses them?

Since their release in the fall of 2009, the rubrics have become a widely referenced and utilized form of assessment on campuses across the United States and internationally. As of December 2015, the rubrics have been accessed by more than 42,000 individuals from more than 4,200 unique institutions, including more than 2,800 colleges and universities. The VALUE rubrics have also been approved for use in meeting national standards for accountability established by the Voluntary System of Accountability (VSA).

#### What areas do they assess?

The VALUE rubrics include:

- Inquiry and Analysis
- Critical Thinking
- Creative Thinking
- Written Communication
- Oral Communication
- Quantitative Literacy
- Information Literacy
- Reading
- Teamwork
- Problem Solving
- Civic Knowledge and Engagement
  - Local and Global, Intercultural Knowledge and Competence, Ethical Reasoning and Action, Global Learning, Foundations and Skills for Lifelong Learning, and Integrative Learning.

ORAL COMMUNICATION VALUE RUBRIC				
<i>for more information, please contact value@aacu.org</i>				
<b>Definition</b>				
Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listener's attitudes, values, beliefs, or behaviors.				
<i>Evaluators are encouraged to assign a grade to any work sample or collection of work that does not meet benchmark (all one) level performance.</i>				
	Capstone 4	3	Milestones 2	Benchmark 1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation coherent.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gestures, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gestures, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gestures, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gestures, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Inefficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and thought supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Most importantly: How can you use them for assessment? Easy! You can download them and use all or part of each individual rubric. You can add/change or edit them to personalize them for your program or need.

[Download Rubrics](#)

For more information on LEAP and other AAC&U initiatives: <http://www.aacu.org/>

