

ILO Rubrics Introduction



The Institutional Learning Outcomes (ILOs) rubrics provide a common framework for evaluating student achievement of the ILOs across all disciplines. To ensure consistency and reliability in assessing ILO achievement, please use the rubrics as designed. However, when necessary, adjustments to the terminology for alignment with industry- or discipline-specific vocabulary is acceptable. For questions regarding such modifications or help in using the ILO rubrics, please contact Assessment Services at assessmentservices@byui.edu (208) 496-1764.

Key Clarifications for Faculty Unfamiliar with the Process

- **What is the purpose of these rubrics?** To facilitate a consistent method for assessing ILOs across disciplines.
- **Do I need to create a new assignment?** No, apply the rubric to an existing assignment.
- **Can I change the wording?** Yes, but only for discipline-specific vocabulary. Contact Assessment Services with questions.
- **How do I implement the rubric in a course assessment?** Select the rubric and the aspects to be implemented, use the rating scale as written, and endeavor to grade according to the grading rules to help ensure consistency in scoring.

Discipleship Evaluation

The evaluation of the first Institutional Learning Outcome (ILO)—Becoming a Disciple of Jesus Christ—could be conducted using the rubric as explained in the General Implementation Guidelines or by using the Self-Assessment quiz.



Self-Assessment Implementation Guidelines

This quiz is designed for use across all disciplines and is administered at both the beginning and at the end of the semester. There is also an optional mid-term quiz for those desiring additional insight. The items for each quiz are distinct, so it will be important not to intermix them or give them out of order. If items need revised for a specific discipline or to provide feedback on the items, please contact Assessment Services assessmentservices@byui.edu. The quiz can be administered anonymously, or it can be credit-bearing. That is left to the discretion of the faculty.

First of Semester Quiz

1. How much do you believe your education will impact your faith in Jesus Christ?
2. How much do you believe your education will help grow your testimony of living prophets and apostles?
3. How much do you believe your education will help you find answers to your gospel questions?
4. How much do you believe your education will help you make and keep sacred covenants with God?
5. How much do you believe your education will increase your desire to serve others?

Mid-Semester Quiz (optional)

1. As a result of my learning this semester, my reliance on learning by faith is growing.
2. I connect my learning experiences this semester to growth in my testimony of living prophets and apostles.
3. As a result of my learning this semester, my faith to find answers to my gospel questions is growing.
4. My education is helping me make and keep sacred covenants with God.
5. My education is increasing my desire to serve others.

End of Semester Quiz

1. How much has your learning this semester helped increase your faith in Jesus Christ?
2. How much has your learning this semester helped increase your faith of living prophets and apostles?
3. How much has your learning this semester helped you to find answers to your gospel questions?
4. How much has your learning this semester helped increase your desire to make and keep covenants with God?
5. How much has your learning this semester increased your desire to exercise faith in your daily work?
6. How much has your learning this semester helped to increase your desire to use your knowledge and skills to serve others?

****5 and 6 are optional***

(Response scale 1-5, with 1 being very little and 5 being very much)



Disciples of Jesus Christ: Disciples of Jesus Christ have a testimony of Jesus Christ as the Son of God and strive to follow Him

	Does Not Meet	Emerging	Benchmark	Developed
Integrates Faith and Learning	No evidence of meeting requirements was observed.	Infrequently makes connections between gospel and academic concepts. Relies primarily on reason without much integration of revelation.	Frequently draws connections between gospel principles and academic concepts. Often shows some ability to use both reason and revelation in learning.	Consistently seeks spiritual guidance in studies. Effectively integrates gospel principles with academic concepts across disciplines (e.g., cites spiritual insights in academic work, creates projects that connect gospel principles to their field of study). Demonstrates ability to balance reason and revelation in discerning truth.
Displays Ethical Conduct	No evidence of meeting requirements was observed.	Sometimes struggles with academic integrity. Shows limited application of gospel principles in ethical situations.	Adheres to ethical standards in academic work. Attempts to apply gospel principles when facing ethical challenges.	Consistently exemplifies Christlike attributes in academic and personal conduct (e.g., proper citations, honest reporting of results, keeping commitments). Actively seeks to resolve ethical dilemmas using gospel principles.
Pursues Lifelong Learning	No evidence of meeting requirements was observed.	Focuses primarily on required coursework. Uses basic resources when prompted.	Shows interest in additional learning opportunities when presented. Utilizes available resources for personal and moral growth.	Actively pursues learning opportunities beyond course requirements (e.g., research projects, internships). Actively seeks out resources and opportunities for personal and moral growth.
Engages in Consecrated Service	No evidence of meeting requirements was observed.	Rarely participates in service activities beyond mandatory requirements.	Often participates in service activities when prompted.	Regularly initiates or participates in service activities. Actively seeks ways to apply knowledge to serve.

If you need help implementing the ILO rubric, please contact Jodi Robison at robisonjo@byui.edu.