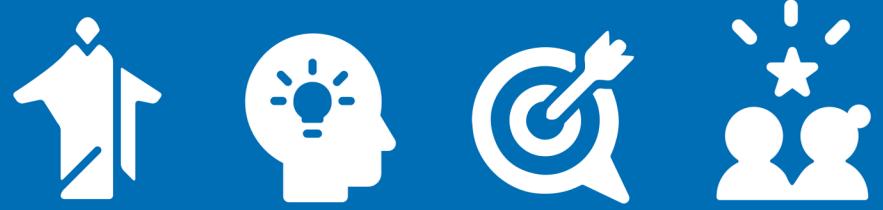# ILO Rubrics Introduction

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 an 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.

Sound Thinking: Thinkers frame and solve problems using creative and critical thinking

	Does Not Meet	Emerging	Benchmark	Developed
Identifies Problems or Issues	Fails to identify a clear or relevant issue or presents a vague or irrelevant issue.	Identifies the main topic or question, but may struggle to articulate specific issues within it.	Defines the issue, articulating relevant, though broad and popular, perspectives.	Defines the issue within a specific framework, articulating the points of concern from a perspective that is aligned to a specified framework.
Gathers and Analyzes Data/Information	Fails to gather any data or relies solely on a single perspective.	Identifies different viewpoints but focuses primarily on a single perspective.	Lists multiple perspectives, providing examples or evidence that support each perspective.	Lists multiple perspectives, explaining how each contributes to understanding the issue, highlighting the areas of agreement and disagreement with supporting examples, and addressing conflicting ideas that arise from different viewpoints.
Recognizes Assumptions and Limitations	Fails to acknowledge or identify any assumptions or limitations in the data used.	Acknowledges that assumptions and limitations exist in data but has difficulty articulating them clearly.	Describes how the identified assumptions and limitations in the data affect the conclusions drawn.	Identifies explicit and implicit assumptions and limitations, explains their effects on conclusions, and examines conflicts between personal values and presented data.
Concludes, creates, solves, proposes, or evaluates alternatives based on evidence	Fails to draw any conclusions or propose any solutions or does so without providing any supporting evidence.	Proposes a conclusion or action that is connected to the evidence but lacks a clear supporting rationale.	Proposes a conclusion or action that is supported by the evidence presented and discusses alternate interpretations.	Proposes a conclusion or action that is supported by the evidence presented, discusses alternate interpretations, addresses conflicting information, and introduces ideas that enhance the solution's effectiveness.