

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.



Effective Communicators: Effective communicators develop and express ideas that are purposeful, organized, and clear

	Does Not Meet	Emerging	Benchmark	Developed
States Purpose	No evidence of a stated or implied purpose.	The purpose is implied rather than directly stated, making it difficult to determine if the body of the work develops and supports the intended purpose, which leads to a vague or unsupported conclusion.	The purpose is directly stated in the introduction, but the body lacks supporting evidence to develop the purpose. The conclusion restates the purpose but fails to provide a strong connection to the body's content.	The purpose is directly stated in the introduction, the body provides evidence to support the purpose, and the conclusion reinforces the purpose by summarizing the key points.
Organizes Format	No organization is evident, making the overall presentation disorganized or confusing.	A basic structure is present, but it is inconsistent or inappropriate, with frequent disruptions to the flow of the message, which contributes to the lack of coherence in the overall presentation.	The structure is generally clear and consistent, but there may be minor inconsistencies or missing elements that occasionally distract from the message. The overall presentation is mostly clear and well-organized, but there may be areas that could be improved.	The format and structure are consistent and appropriate, enhancing the flow and making the overall work coherent and engaging.
Tailors Content to Audience	Fails to articulate audiences' traits or to tailor the content or tone to specific needs.	Identifies relevant audience traits but fails to align content or tone accordingly.	Identifies relevant audience traits and aligns content. Alignment of tone and content to those traits is inconsistent, hindering audience engagement.	Identifies relevant audience traits and consistently tailors content and tone to address their needs. Uses audience-appropriate language, avoids jargon or technical terms, and uses examples, analogies, or storytelling to make complex ideas accessible and engaging.
Communicates with Clarity	Ideas are difficult to understand.	Ideas require effort to follow. Sentence structure, word choice, punctuation, and/or grammar hinder the message.	Ideas are understandable. Sentence structure and word choice support the message. Few grammar or punctuation errors are present.	Ideas are expressed explicitly. Varied sentence structure and word choice enhance the message. Grammar and punctuation have few detectable errors.

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