

## PERSONAL LEARNING ENVIRONMENT ASSESSMENT RUBRIC

|                      |  |               |
|----------------------|--|---------------|
| <b>CONTENT</b>       | <ul style="list-style-type: none"> <li>Breadth of Resources</li> <li>Depth of Resources</li> <li>Number of nodes and ties</li> </ul>   | 4   3   2   1 |
| <b>ORGANIZATION</b>  | <ul style="list-style-type: none"> <li>Clarity of ties</li> <li>Betweenness (connection clusters)</li> </ul>   | 4   3   2   1 |
| <b>TOOLS</b>         | <ul style="list-style-type: none"> <li>Content gathering (e.g. digital notebook; RSS readers)</li> <li>Social bookmarks</li> <li>Blogs</li> <li>Internet search tools</li> </ul> | 4   3   2   1 |
| <b>PURPOSIVENESS</b> | <ul style="list-style-type: none"> <li>Focus of resources</li> <li>Likelihood of resources serving the stated purpose</li> </ul>   | 4   3   2   1 |
| <b>AESTHETICS</b>    | <ul style="list-style-type: none"> <li>Professional appearance</li> <li>Clean appearance</li> </ul>  | 4   3   2   1 |
| <b>MECHANICS</b>     | <ul style="list-style-type: none"> <li>Standard spelling</li> <li>Accuracy of names of tools</li> </ul>  | 4   3   2   1 |

Name \_\_\_\_\_ Total Points \_\_\_\_\_ /24 (Potential)

## PERSONAL LEARNING ENVIRONMENT ASSESSMENT RUBRIC

Adapted From The AAC&U Integrative Learning, Information Literacy, and Lifelong Learning VALUE Rubrics

This rubric combines elements of the Integrative Learning, the Information Literacy and the Skills for Lifelong Learning VALUE Rubrics created by faculty working with AAC&U. Integrative learning is defined as an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. Information Literacy is defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. Lifelong learning is defined as any “all purposeful learning activity undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.” *Evaluators will assign a zero to any assignment that does not meet benchmark/acceptable (cell one) level performance.*

|  | EXCELLENT<br>19–20  | VERY GOOD<br>17–18  | GOOD<br>15–16  | ACCEPTABLE<br>13–214   | POINTS    |
|--|---|---|--|--|-----------|
| <b>BREADTH &amp; DEPTH OF RESOURCES OF LEARNING</b>                                | Chooses an excellent variety of learning resources appropriate to the assignment. Selects resources after considering the importance of the multiple criteria used (such as variety of print and internet sources, personal network, and relevance to project focus.) | Chooses a very good variety of learning resources appropriate to the assignment. Selects resources after considering the importance of the multiple criteria used (such as variety of print and internet sources, personal network, and relevance to project focus. | Chooses a good variety of learning resources appropriate to the assignment. Selects resources after considering the importance of the multiple criteria used (such as variety of print and internet sources, personal network, and relevance to project focus. | Chooses a few learning resources using limited criteria (such as only Internet sources).   | ____ / 20 |
| <b>WHOLENESS &amp; CONNECTIONS TO COURSE CONTENT</b>                               | The PLE graphic depicts an excellent, engaging whole out of the multiple resources in ways that clearly address the specific PLE focus.   | The PLE graphic depicts a very good whole out of the multiple resources in ways that clearly address the specific PLE focus.  | The PLE graphic depicts a good whole out of the multiple resources in ways that clearly address the specific PLE focus.  | The PLE graphic depicts partially or with limited resources the specific PLE focus.  | ____ / 20 |
| <b>INTEGRATED COMMUNICATION TO EFFECTIVELY ACCOMPLISH THE ASSIGNMENT'S PURPOSE</b> | Fulfills the assignment by choosing a format, language, appropriate visual representations, and general layout <b>in ways that engage and enhance meaning</b> , making clear the interdependence of format, language, and visual representation.                      | Fulfills the assignment by choosing a format, language, appropriate visual representations, and general layout) <b>to explicitly connect content and form</b> , demonstrating awareness of purpose and audience.  | Fulfills the assignment by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> what is being communicated (content) with how it is said (form).   | Fulfills the assignment <b>in an appropriate form</b> .  | ____ / 20 |
| <b>TRANSFER</b>  | Makes excellent, explicit references to previous learning and applies in an innovative (new and creative) way to demonstrate comprehension and performance in the novel situation of the PLE assignment.  | Makes very good references to previous learning and applies in an innovative (new and creative) way to demonstrate comprehension and performance in the novel situation of the PLE assignment.  | Makes good references to previous learning and applies in an innovative (new and creative) way to demonstrate comprehension and performance in the novel situation of the PLE assignment.  | Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in the novel situation of the PLE assignment. | ____ / 20 |
| <b>REFLECTION &amp; SELF-ASSESSMENT</b>  | In Pre- and Post Project Reflections, demonstrates a deep sense of self as a learner, building on prior experiences to respond to new and changing.   | In Pre- and Post-Project Reflections, demonstrates very good sense of self as a learner.  | In Pre- and Post-Project Reflections, demonstrates good sense of self as a learner.  | In Pre- and Post-Project Reflections, demonstrates developing sense of self as a learner.  | ____ / 20 |

Name \_\_\_\_\_

Total Points \_\_\_\_\_ /100 (Potential)