**Assessment Examples**

**Video Assessment:** team-based; addresses multiple LO’s

*The photo below shows a motherless family living where there is limited access to water.*

![Image of a motherless family living with limited access to water](image)

Working as a team, please identify and list the information needed and the questions requiring answers that you need to know to assess the situation.

Is this a place that could benefit from some kind of intervention?
If not, thoroughly explain why not. If so, thoroughly explain why and what type of intervention or interventions you would recommend.

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**Individual Reflection Prompt:** addresses transfer; “pathways to professional practice” LO

Your instructors believe in intellectual growth and have challenged you with learning experiences that develop your abilities in different arenas. We’d like you to take some time now to reflect on your development since January. We won’t ask you what you know or are, but rather how you are developing morally and intellectually.

Please reflect on the following questions: 1. What am I becoming? 2. What am I learning?

Ask yourself: Have any particular experiences in and out of class (readings, assignments, exercises, or experiences) helped you develop your values? If so, how? Be specific.

Then, reflect on your next steps (at WPI, in courses, in your future projects, your major, your club experiences, your career aspirations). What are you going to do now? It’s hard to find time at the end of a term to reflect on long-term goals that connect to recent experiences. What specific steps might you take to keep today’s ideas in your mind and continue to act on them?
**Appendix 1: “Integrative Learning” VALUE Rubric from the AAC&U**

for more information, please contact valueaacu.org

**Definition**

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Capstone Rating</th>
<th>Milestones 3</th>
<th>Benchmark 2</th>
<th>Benchmark 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connections to Experience</td>
<td>Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.</td>
<td>Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.</td>
<td>Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.</td>
<td>Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.</td>
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<tr>
<td>Connections to Discipline</td>
<td>Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.</td>
<td>Independently connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, connects examples, facts, or theories from more than one field of study or perspective.</td>
<td>When prompted, presents examples, facts, or theories from more than one field of study or perspective.</td>
</tr>
<tr>
<td>Transfer</td>
<td>Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.</td>
<td>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</td>
<td>Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</td>
<td>Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.</td>
</tr>
<tr>
<td>Integrated Communication</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.</td>
<td>Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).</td>
<td>Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.</td>
</tr>
<tr>
<td>Reflection and Self-Assessment</td>
<td>Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.</td>
<td>Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).</td>
<td>Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).</td>
<td>Describes own performances with general descriptors of success and failure.</td>
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