

University of Louisville  
Ideas to Action  
Culminating Undergraduate Experience Rubric \*

	4-Exemplary	3-Proficient	2-Developing	1-Beginning
Content Application	Comprehensive (Depth and Breadth) connections made among knowledge gained in the academic program and culminating experience.	Thorough (Depth) discussion of the connections among some content with the culminating experience.	Superficial connections are made among some knowledge gained in the academic program and culminating experience.	Few, if any attempts are made to connect knowledge gained in the academic program with the culminating experience.
Critical Thinking	Clearly identifies the relevant issue, topic or situation for the experience.	Clearly identifies a topic or situation for the experience.	Formulates an identifiable issue, topic or situation.	Unclear identification of the issue, topic or situation for the experience.
	Accurately interprets relevant information.	Accurate interpretation of limited relevant information.	Either inaccurate interpretations or irrelevant information are present.	Inaccurate interpretation and irrelevant information are present.
	Develops well-reasoned conclusions.	Develops limited well-reasoned conclusions.	Develops superficial conclusions.	Attempts to draw conclusions but they are undeveloped.
	Consistently considers assumptions, implications and consequences of alternative points of view.	Usually considers assumptions, implications and consequences of alternative points of view.	Attempts to consider assumptions, implications and consequences of alternative points of view.	Single focus of assumptions, implications and consequences.
Reflection (If included as a component of the graded project)	Clear, comprehensive discussion about how participating in the culminating experience changed or enhanced their ability to address either a real-world or disciplinary issue, topic, or situation.	Clear, thorough discussion about how participating in the culminating experience changed or enhanced their ability to address either a real-world or disciplinary issue, topic, or situation.	Superficial discussion about how participating in the culminating experience changed or enhanced their ability to address either a real-world or disciplinary issue, topic, or situation.	Unclear discussion about how participating in the culminating experience changed or enhanced their ability to address either a real-world or disciplinary issue, topic, or situation.

Comments:

\*Adapted from the Foundation for Critical Thinking's *Critical Thinking Grid* ([www.criticalthinking.org](http://www.criticalthinking.org)) and the National Service Learning Clearinghouse's *Using Rubrics to Assess Learning through Service in Maine* (<http://www.winona.edu/AIR/documents/Guide3.pdf>)