

Applied Skills Rubric

DEFINITION: Students use the knowledge they have gained to identify/recognize a problem in the field and apply their expertise to find solutions that demonstrate their specialized skill.

Criteria	Exemplary	Competent	Marginal	Unsatisfactory
<p>Task Orientation--relates to a project, goal, topic, opportunity, or practice and frames it within knowledge of how their field works.</p>	<p>Student identifies a creative, focused, and manageable task that addresses potentially significant yet previously less-explored aspects of the field.</p>	<p>Student identifies a focused and manageable /doable task that appropriately addresses relevant aspects of the field.</p>	<p>Student identifies a task that while manageable / doable, is too narrowly focused and leaves out relevant aspects of the field.</p>	<p>Student identifies a task that is far too general and wide-ranging as to be manageable and doable.</p>
<p>Foundational Knowledge, Skills, Standards and Practices in the Field--relates to the synthesis of the repertoire of knowledge, skills, and practices gained by study over time and applied to the task or project in their</p>	<p>Student synthesizes in-depth skills and knowledge representing various standards and/or professional based approaches, rooted in respected theories of the field.</p>	<p>Student selects relevant skills and knowledge representing various points of view/approaches.</p>	<p>Student selects relevant skills and knowledge representing limited points of view/approaches.</p>	<p>Student selects irrelevant skills and knowledge representing limited points of view/approaches.</p>

field.				
<p>Design Process-- Proposes a solution / course of action / course of treatment that is field specific and aligned to standards or professional goals.</p>	<p>Student work demonstrates all elements of the methodology or theoretical framework are skillfully developed.</p> <p>All elements of the design process reflect a sophisticated and professional level of work.</p>	<p>Student work demonstrates critical elements of methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.</p>	<p>Student work demonstrates critical elements of the methodology and theoretical framework are missing, incorrectly developed, or unfocused.</p>	<p>Student work demonstrates a misunderstanding of the methodology or theoretical framework.</p>
<p>Analysis of Evidence --Critical evaluation that allows the student to draw valid conclusions.</p>	<p>Student work demonstrates clear, straightforward organization and synthesis of evidence revealing insightful patterns, differences, or similarities related to the research questions, task and/or professional goals.</p>	<p>Student work demonstrates organization of evidence revealing important patterns, differences, or similarities related to focus.</p>	<p>Student work demonstrates organization of evidence, but the organization is not effective in revealing important patterns, differences, or similarities.</p>	<p>Student work lists evidence, but is not organized and/or is unrelated to focus.</p>
<p>Conclusions, Implications and Limitations-- Student draws appropriate conclusions from their analysis that demonstrates an understanding of both</p>	<p>Student states a conclusion that elucidates a thorough application that expands on the inquiry findings. Their conclusions are situated within the current</p>	<p>Student states a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.</p>	<p>Student states a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.</p> <p>Student loosely</p>	<p>Student states an ambiguous, illogical, or unsupported conclusion from inquiry findings.</p>

<p>the implications and limitations of the findings</p>	<p>context of the field. Student insightfully discusses in detail the relevant and supported limitations and implications of those findings. Their implications are tied to future learning and professional goals.</p>	<p>Student discusses the limitations and implications of those findings. Their implications are loosely tied to future learning and professional goals.</p>	<p>identifies limitations and implications.</p>	
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<https://wou.edu/gened/files/2018/09/Inquiryanalysisrubric.pdf> (INA rubric---can you orient yourself to the problem, can you identify the basic things you are looking at and understand them in the context of a problem, selecting the appropriate knowledge). Written for INA, very general, focus this to looking at applied skills in the field. Not “topic selection” and so moving it to something more specific.