

LSU Integrative Learning Core (ILC)

Proficiency: Inquiry and Analysis

Proficiency Dimensions	CoreAssessment (performance indicators are based on the rigor of the discipline)				Graduating Assessment
Description	Four levels of performance intended for 1000 and 2000 level courses approved as ILC courses. The 'meeting' level of performance is LSU benchmark for the ILC curriculum.				The capstone level of performance is LSU benchmark for graduating seniors.
	NOT APPROACHING 0	APPROACHING 1	MEETING 2	EXCEEDING 3	CAPSTONE 4
Topic Selection					Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.
Existing Knowledge, Research, and/or Views					Synthesizes in-depth information from relevant sources representing various points of view/approaches.
Design Process					All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.
Analysis					Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.
Conclusions					States a conclusion that is a logical extrapolation from the inquiry findings.
Limitations and Implications					Insightfully discusses in detail relevant and supported limitations and implications.

INQUIRY AND ANALYSIS RUBRIC

Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

Framing Language

This rubric is designed for use in a wide variety of disciplines. Since the terminology and process of inquiry are discipline-specific, an effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of sound inquiry and analysis (including topic selection, existing knowledge, design, analysis, etc.) The rubric language assumes that the inquiry and analysis process carried out by the student is appropriate for the discipline required. For example, if analysis using statistical methods is appropriate for the discipline then a student would be expected to use an appropriate statistical methodology for that analysis. If a student does not use a discipline-appropriate process for any criterion, that work should receive a performance rating of "1" or "0" for that criterion.

In addition, this rubric addresses the products of analysis and inquiry, not the processes themselves. The complexity of inquiry and analysis tasks is determined in part by how much information or guidance is provided to a student and how much the student constructs. The more the student constructs, the more complex the inquiry process. For this reason, while the rubric can be used if the assignments or purposes for work are unknown, it will work most effectively when those are known. Finally, faculty are encouraged to adapt the essence and language of each rubric criterion to the disciplinary or interdisciplinary context to which it is applied.

Glossary

Conclusions: A synthesis of key findings drawn from research/evidence.

Limitations: Critique of the process or evidence.

Implications: How inquiry results apply to a larger context or the real world.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet level 1 performance.

	Not Approaching 0	Approaching 1	Meeting 2 (CORE ASSESSMENT BENCHMARK)	Exceeding 3	Capstone 4 (GRADUATING ASSESSMENT BENCHMARK)
Topic Selection	Does not meet level 1 achievement target of 'Approaching'.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.
Existing Knowledge, Research, and/or Views	Does not meet level 1 achievement target of 'Approaching'.	Presents information from irrelevant sources representing limited points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Synthesizes in-depth information from relevant sources representing various points of view/approaches.
Design Process	Does not meet level 1 achievement target of 'Approaching'.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.
Analysis	Does not meet level 1 achievement target of 'Approaching'.	Lists evidence, but it is not organized and/or is unrelated to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.
Conclusions	Does not meet level 1 achievement target of 'Approaching'.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a conclusion that is a logical extrapolation from the inquiry findings.
Limitations and Implications	Does not meet level 1 achievement target of 'Approaching'.	Presents limitations and implications, but they are possibly irrelevant and unsupported.	Presents relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Insightfully discusses in detail relevant and supported limitations and implications.

LSU Adapted – AAC&U Global Learning VALUE Rubric