

QEP Assessment Rubric

Directions: Check off the boxes per indicator in rows 2 through 4 that best reflect the student’s level of skills and abilities demonstrated in the writing sample. When you have completed circling the boxes per indicator for each outcome, go back and circle the single holistic rating in the first row that best captures the level of performance demonstrated. (*Note:* Practice opportunities will be provided during rubric training sessions.)

Learning Outcome 1: Ask and Explore Fundamental Questions of Vocation

	Exemplary (5)	Proficient (4)	Sufficient (3)	Developing (2)	Insufficient (1)
Quantity	Asks many fundamental questions of purpose and vocation	Asks several fundamental questions of purpose and vocation	Asks some fundamental questions of purpose and vocation	Asks few fundamental questions of purpose and vocation	Does not ask fundamental questions of purpose and vocation beyond prompts
Analysis	Synthesizes in-depth information representing relevant areas of vocational development (values, experiences, choices, etc.	Presents detailed evidence representing various relevant areas that impact vocational development.	Presents limited evidence representing relevant areas that impact vocational development.	Presents limited evidence representing both relevant considerations areas that impact vocational development as well as irrelevant information unrelated to vocation.	No identification or connection of life experiences
Curiosity Quality	Explores fundamental questions of purpose and vocation with in-depth insights	Explores fundamental questions of purpose and vocation with observable skill	Explores fundamental questions of purpose and vocation with adequate ability	Explores fundamental questions of purpose and vocation with limited insight	No exploration of fundamental questions of purpose and vocation

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Learning Outcome 2: Integrate and make sense of those moments during their college experience when they felt called, purposeful, or inspired

	Exemplary (5)	Proficient (4)	Sufficient (3)	Developing (2)	Insufficient (1)
Recognition	Independently recognizes multiple purposeful or inspiring moments and experiences.	Independently presents several purposeful or inspiring moments and experiences.	When prompted presents some purposeful or inspiring moments and experiences.	When prompted presents limited purposeful or inspiring moments and experiences.	No presentation of moments and experiences.
Reflection	Reflects in-depth upon many prior learning experiences inside and outside the classroom to reveal fully clarified perspectives about vocation.	Reflects with some depth upon several prior learning experiences inside and outside the classroom revealing clarified perspectives about vocation.	Recalls some prior learning experiences inside and outside the classroom revealing slightly clarified perspectives about vocation.	Recalls limited prior learning experiences either inside the classroom or outside the classroom without revealing clarified perspectives about vocation.	No review of prior learning.
Integration	Synthesizes many moments and experiences into a fully realized vocational path.	Connects several moments and experiences to a vocational path.	Connects some moments and experiences to a limited vocational path.	Connects few moments and experiences into a limited vocational path.	No evidence of a vocational path.

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Learning Outcome 3: Demonstrate an understanding that vocational discernment is an ongoing (lifelong) process

	Exemplary (5)	Proficient (4)	Sufficient (3)	Developing (2)	Insufficient (1)
Awareness of Life-Course Influences	Demonstrates a sense of gratitude or celebration of all life-course influences on vocational discernment	Demonstrates appreciation of some life-course influences on vocational discernment	Demonstrates understanding of importance of life-course influences as central to vocational discernment.	Demonstrates a limited awareness of life-course influences, with minimal identification of past and future experiences.	No awareness of life-course influences
Awareness of Future Challenges	Envisions future challenges and describes how past experiences and current knowledge can be used to meet challenges. Appreciates how future experiences can shape their identity.	Envisions future challenges and describes how past experiences and current knowledge can be used to meet challenges. Acknowledges how future experiences can shape their identity.	Envisions future challenges and describes how past experiences and current knowledge can be used to meet challenges.	Envisions instance(s) of future challenges but does not comment on how challenges will be faced.	No contemplation of future challenges.
Self-Assessment	Envisions a future self and anticipates future learning that occurs across multiple disciplines and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (i.e. works with ambiguity and risk, deals with frustration, considers ethical frameworks)	Articulates strengths and challenges within particular experiences to increase effectiveness in different vocational choices.	Describes own performances with general descriptors of success and failure.	No sense of self-assessment.