

Experience-Driven Learning (EDL) Assessment Rubric

Each level includes **observable criteria** and suggested **measurable evidence**. Not every course or EDL experience is expected to demonstrate every domain at the highest level. The rubric is intended to support reflection, documentation, and developmental improvement rather than prescribe a single model of EDL across disciplines.

1. Direct Experience

Operationalized Criteria

Students do not engage directly in an experience related to course content; learning occurs through receiving information, observation, reading, or listening only.

Students participate in introductory or highly structured activities that provide limited direct engagement with course concepts. Tasks are largely prescribed, with little student decision-making.

Students complete guided hands-on or applied tasks with defined instructions and expected outcomes

Students complete hands-on work or applied tasks requiring meaningful decision-making among multiple options, variables, methods, or approaches

Students independently define problems, identify variables, and design solutions without predefined outcomes

Measurable Evidence

Syllabus/course materials show no student participation in applied, experiential, or student-generated activities

Students participate in introductory or highly structured activities that provide limited direct engagement with course concepts. Tasks are largely prescribed, with little student decision-making.

Assignment instructions with step-by-step procedures; completed exercises or applied activities

Student work demonstrating choices, judgment, adaptation, or decision-making

Student-generated proposals, research, designs, performances, investigations, products or solutions

2. Enhanced Learning: Deepening Content Knowledge

Operationalized Criteria

Experience/activity has no identifiable connection to disciplinary learning or course learning outcomes.

Experience/activity has an identifiable connection to course content, but the connection is primarily introductory, illustrative, or focused on recognition and recall.

Experience/activity reinforces previously taught disciplinary concepts through application.

Measurable Evidence

No learning objectives or course outcomes connected to the activity.

Activity references course concepts or learning objectives but requires limited application or integration.

Assignment explicitly aligns with one or more course learning objectives and requires application of disciplinary knowledge.

Experience/activity requires students to analyze, evaluate, or synthesize disciplinary concepts

Experience/activity requires students to integrate multiple concepts, perspectives, or forms of knowledge to address to solve complex, ambiguous, or novel problems

Student work demonstrates critical thinking (analysis, comparison, justification, or interpretation)

Student artifacts demonstrate original analysis, sophisticated synthesis, or innovation; Capstone or integrative work

3. Enhanced Learning: Authentic Application

Operationalized Criteria

Learning activities have no intentional connection to authentic, professional, community, societal, or real-world contexts.

Students are introduced to real-world relevance through examples, demonstrations, cases, or discussion, but do not meaningfully apply knowledge within that context

Students apply course knowledge to defined real-world examples, cases, or problems, although the work remains primarily classroom-based

Students apply disciplinary knowledge within realistic scenarios, simulations, studios, laboratories, or projects that meaningfully approximate authentic practice.

Students apply learning to authentic external problems, questions, clients, stakeholders, communities, research contexts, or professional environments where outcomes are not fully predetermined

Measurable Evidence

Assignments are exclusively academic exercises without an authentic context, audience, problem, or application.

Real-world examples, practitioner demonstrations, introductory cases, or discussion of professional applications.

Case analyses, applied assignments, structured problems, or projects modeled on real situations.

Simulations, studio projects, laboratory applications, mock professional projects, scenario-based assignments, or authentic datasets

Deliverables developed for or used by external partners; authentic research; clinical, field, community, client, professional, or other consequential work.

4. Team-Oriented Experience

Operationalized Criteria

Students work independently and the learning experience does not include a collaborative component

Students have limited opportunities to interact, exchange ideas, or contribute alongside peers, but responsibility for work remains primarily individual

Students work with others on a common topic or task, but responsibilities are divided and components may be completed largely independently

Measurable Evidence

Individual assignments only; no collaboration or coordinated activity

Peer discussion, informal peer feedback, brief paired activities, or shared exploration with individual products

Group assignments with divided roles, coordinated individual components, or share

Students collaborate interdependently, share responsibility, make decisions together, and contribute to a shared outcome	Collaborative project with shared deliverable, team roles, peer assessment, meeting documentation, or evidence of joint decision-making
Students engage in sustained, complex collaboration that may cross roles, disciplines, stakeholder groups, organizations, or areas of expertise and requires negotiation and collective responsibility for outcomes	Interdisciplinary teams, external collaboration, client/community teams, collaborative leadership structures, meeting records, or jointly produced authentic deliverables

5. Professional Purpose: Industry / Sector Engagement

Operationalized Criteria	Measurable Evidence
Students have no interaction with external professionals, practitioners, organizations, or other relevant sector/community representatives	No external professional or organizational involvement.
Students are exposed to professional or sector perspectives in a limited way	Guest speaker, professional example, recorded practitioner presentation, site visit, career panel, or similar exposure.
Students have structured opportunities to learn from or communicate with professionals or organizations beyond one-way exposure	Professional Q&A, informational interviews, structured site engagement, practitioner discussion, or limited feedback
Students interact directly with professionals or external partners who contribute substantively to the learning process through mentoring, feedback, critique, consultation, or collaboration	Meeting notes, critiques, mentoring records, professional feedback, or partner participation in project development
External professionals or organizations function as authentic partners in the experience, with student work evaluated, used, implemented, presented to, or otherwise contributing to professional or organizational practice	Professional evaluation, client deliverables, implementation/adoption of student work, professional presentations, internship products, or documented partner outcomes

6. Professional Purpose: Career Narrative Development

Operationalized Criteria	Measurable Evidence
Students are not asked to consider the relationship between the learning experience and future educational, professional, career, civic, or personal pathways	No career/professional-purpose reflection or related activity
Students are prompted to recognize that course knowledge or experiences have relevance beyond the course	Brief discussion, prompt, or activity identifying transferable skills or possible applications
Students identify specific skills, knowledge, interests, or experiences and connect them to potential career or professional pathways	Reflection identifying career-relevant competencies, interests, possible occupations, graduate study, or professional applications
Students articulate how the experience contributes to their evolving goals, professional identity, strengths, interests, values, or sense of purpose	Structured reflection connecting the experience to career pathways, professional identity, graduate education, leadership, service, or future aspirations
Students intentionally integrate and communicate the experience as part of an evolving professional narrative and can articulate how their learning, experiences, capabilities, and aspirations connect	Portfolio, professional presentation, interview narrative, résumé/LinkedIn integration, professional statement, or other externally communicated representation of professional identity

7. Student Empowerment and Ownership

Operationalized Criteria	Measurable Evidence
Students have no meaningful agency over the learning process; goals, methods, procedures, and outcomes are fully prescribed	Fully instructor-directed assignments with no meaningful student choices
Students exercise limited agency through small choices within a highly structured activity	Choice of topic, example, role, format, or other limited element within prescribed parameters
Students make meaningful choices among predefined options or determine selected aspects of how they will complete the work	Student-selected topics, approaches, roles, resources, or methods within established boundaries
Students independently determine significant aspects of their approach, methods, process, or solutions and take substantial responsibility for the quality of the outcome	Student-selected methods or approaches, independently managed projects, individualized solutions, or evidence of student decision-making
Students exercise substantial ownership by independently defining goals, questions, scope, approaches, and/or execution and adapting their work in response to challenges, evidence, feedback, or changing conditions	Self-directed projects, independent research, student-led initiatives, leadership roles, original creative work, or independently managed authentic projects

8. Reflection

Operationalized Criteria

No reflection on the experience or resulting learning is expected or documented

Students are prompted to describe or briefly consider what occurred, what they learned, or their reaction to the experience.

Students engage in structured reflection that asks them to connect the experience with course content, skills, or learning

Students critically analyze the experience, evaluate their learning or performance, integrate feedback, and identify implications for future learning or practice

Reflection is intentionally integrated throughout the experience and demonstrates critical self-evaluation, integration of learning across contexts, evidence of growth, and intentional application to future professional, academic, civic, or personal practice

Measurable Evidence

No reflection activity or artifact

Informal discussion, debrief, brief response, exit prompt, or descriptive reflection

Guided reflection prompts, journal entry, structured discussion, or written response connecting experience and learning

Analytical reflection, self-assessment, portfolio narrative, structured debrief, or reflection incorporating feedback and future goals

Iterative portfolio reflections, developmental narrative, formal reflective report, presentation, video reflection, or other artifact demonstrating growth over time

Additional Criteria for Service Learning EDL Designation

9. Community Partnership and Reciprocity

Operationalized Criteria	Measurable Evidence
No community partner is involved in the learning experience, and the activity is designed and carried out entirely within the course or institution	No external community organization, partner, or stakeholder identified
A community organization, group, or stakeholder provides context, information, access, or exposure, but has little or no role in shaping the learning activity or intended outcomes	Guest speaker, site visit, community-provided case/example, introductory partner contact, or documentation of contextual input
The community partner has a defined role in the experience and contributes information, needs, perspectives, feedback, or parameters that meaningfully shape student work. Interaction is structured but the faculty member or course retains primary responsibility for defining the project	Partner consultation, project brief, meeting notes, partner-provided needs or parameters, feedback on student work, or documentation of recurring interaction
Faculty/students and the community partner collaboratively shape important aspects of the experience, including goals, questions, activities, or deliverables. The partnership is reciprocal: student learning and community priorities are both intentionally addressed	Co-developed project goals or scope, partnership correspondence, recurring meetings, partner feedback, jointly defined deliverables, evidence of mutual benefit, or partner evaluation
The community partner functions as a sustained co-educator and co-creator of the experience. Goals, processes, and outcomes are developed collaboratively; power and expertise are shared; and the partnership demonstrates sustained reciprocity, responsiveness, and benefit beyond a one-time transaction	Formal or sustained partnership documentation, co-created curriculum/project plans, shared decision-making records, partner participation in teaching or assessment, evidence of implemented outcomes, longitudinal partnership evidence, and documented mutual benefit

10. Civic Learning and Community Impact

Operationalized Criteria	Measurable Evidence
Experience has no intentional connection to civic, social, cultural, ethical, public, or community issues and does not ask students to consider community impact	No civic/community learning objective, activity, reflection, or outcome identified
Students are introduced to the broader community, civic, social, cultural, or ethical relevance of the course content or experience and are prompted to recognize that their disciplinary learning has implications beyond the classroom	Brief discussion, introductory prompt, community-context material, reflection identifying societal/community relevance, or learning objective acknowledging public impact

Operationalized Criteria

Students examine a community or civic issue using disciplinary knowledge and consider multiple perspectives, contexts, stakeholders, or potential consequences. Students begin to connect their actions or professional roles with community well-being

Students critically analyze social, cultural, ethical, civic, or systemic dimensions of the issue and use disciplinary knowledge to contribute work intended to address an authentic community priority. Reflection includes consideration of responsibility, perspective, impact, and what was learned from engagement

Students engage in sustained, critically reflective civic learning that integrates disciplinary knowledge, community perspectives, ethical responsibility, and action. Student work contributes demonstrable value or change for a community partner or public purpose, and students critically evaluate both impact and the complexities or limitations of their contribution

Measurable Evidence

Case analysis, guided civic reflection, stakeholder analysis, community issue research, structured discussion of social/cultural/ethical implications, or assignment connecting disciplinary work to public/community concerns

Critical civic reflection, community-informed project, policy or needs analysis, partner-facing deliverable, evidence of stakeholder feedback, or student work demonstrating analysis of context and intended community benefit

Implemented or adopted community deliverables, partner assessment of impact, documented outcomes, evidence of sustained civic action or public contribution, advanced critical reflection, impact evaluation, or evidence that student work informed organizational/community decisions
