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| --- | --- | --- | --- |
| Assessment Dimension | Needs Improvement (1) | Acceptable (2) | Proficient (3) |
| ***Writing:*** *clear, concise, well-organized, correct grammar & usage* | Writing has deficits in multiple areas that could be professionally detrimental | Writing has deficits in some areas and lacks some clarity but overall is acceptable in professional settings | Writing is clear and concise and is a strong professional product  |
| ***Use of evidence:*** *Evidence is relevant, sources correctly cited, and synthesized to effectively provide insight into the question/issue* | Evidence is weak and/or not relevant to the question/issue posed with sources poorly cited | Evidence is somewhat relevant and timely to the question/issue posed with some sources correctly cited  | Evidence is relevant, timely, and clearly summarized with sources correctly cited |
| ***Application of findings:*** *Implications of evidence, research, and/or findings are clearly identified and justified, and actions recommended are comprehensive, feasible, innovative, and ethical* | Recommendations do not logically follow from evidence, are questionable and/or inappropriate, and/or not comprehensive, feasible, innovative, and/or ethical | Recommendations somewhat flow logically from evidence and are justified though there are gaps, and/or recommendations are somewhat comprehensive, feasible, innovative, and/or ethical | Recommendations flow logically from evidence, are well-argued, and/or are comprehensive, feasible, innovative, and/or ethical |
| ***Reflection:*** *Questions are thoroughly addressed and demonstrate self-awareness and insight and competencies are mastered* | Writer does not thoroughly engage all questions, does not demonstrate self-awareness and insight, and/or mastery of competencies is not apparent | Writer somewhat engages all questions, demonstrates average self-awareness and insight, and/or demonstrates some competency achievement | Writer engages all questions, clearly articulating learning, change, and insights to drive further development, demonstrates self-awareness, and/or demonstrates mastery of competencies |

**Integrative Learning Experience (ILE) Rubric**

Modified from: <http://webcache.googleusercontent.com/search?q=cache:2Q9dz6ESzNgJ:www.bu.edu/sph/files/2018/04/ME-ILE-Guidebook_Spring-2018.docx+&cd=2&hl=en&ct=clnk&gl=us&client=firefox-b-1-e>