**Cal State LA Lifelong Learning Rubric**

*Adapted from the AACU Foundations for Lifelong Learning VALUE Rubric*

**Definition**

Lifelong learning is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”. An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (From The European Commission (2000). Commission staff working paper: A memorandum on lifelong learning. Retrieved September 3, 2003, from http://www.see-educoop.net/education\_in/pdf/lifelong-oth-enl-t02.pdf.)

**Framing Language**

This rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection. Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria. Work samples or collections of work tell what is known or can be done by students, while reflections tell what students think or feel or perceive. Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students' growth and development. Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom\*\*.

\*\*If paper does not discuss the self, discussion and analysis of other people’s life decisions and goals instead.

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|  | **Capstone**4 | **Milestone**3 | **Milestone**2 | **Benchmark**1 | **No Evidence**0 |
| **Ability to** **access, evaluate, and integrate information** | **Seeks outs, evaluates, and integrates** **novel information** with the goal of develop greater knowledge and understanding of one’s self, skills, and competencies; demonstrates **insight about the self and intense interest** in using information for learning and growth. | **Seeks outs and attempts to integrate** **information relevant** to the understanding of one’s self, skills, and competencies; demonstrates **occasional insight about the self** **and some interest** in using information to learn and grow.  | **Integrates information relevant** to the understanding of one’s self, skills, and competencies, but **does not show evidence of seeking novel information**; begins to demonstrate **insight about the self** **and shows only mild interest** in learning and growth. | Includes **surface level information** about one’s self, skills, and competencies, providing little **insight about the self** **and no apparent interest** in learning and growth. | Does not address information about one’s self, skills, or competencies. |
| **Ability to think critically and responsibly** | Applies previous learning or new knowledge to mature, responsible personal actions or life decisions in **innovative ways, taking into account the complexities of an issue**.  | Applies previous learning or new knowledge to responsible personal actions or life decisions, but in **less innovative ways, showing some consideration of different points of view**.  | **Describes something that was learned**, with consideration of different points of view, but **only begins to connect** learning to responsible personal actions or life decisions. | Shows only a **rudimentary interest in learning and applying knowledge** to responsible personal actions or life decisions. | Does not describe how learning is related to personal actions or life decisions. |
| **Understanding of the** **impact and influence** **of factors (individual, social, cultural, and environmental) on life decisions** | **Comprehends, evaluates, and integrates prior learning** and skills to **critically, reflexively, and thoroughly assess the relevance of multiple and overlapping contexts** in impacting and influencing life decisions. | Comprehends and **integrates prior learning and skills to demonstrate the relevance of multiple contexts** in impacting and influencing life decisions. | Makes references to prior learning and skills and **begins to identify and clarify how some contexts impact** upon, and influence, life decisions. | Demonstrates an emerging but **rudimentary awareness of the relevance of contextual factors** in impacting upon, and influencing, life decisions. | Demonstrates no inclination to understand how contextual factors impact upon, and influence, life decisions |
| **Understanding of the** **impact of life decisions on their personal well-being and their physical, social, and cultural environments** | Demonstrates they can **initiate independent actions** to impact their well-being as well the environment surrounding them, accompanied by **reflective insights or analysis about how individual’s actions can impact** their own well-being as well those of their surrounding environment.  | Demonstrates evidence the they **can initiate action** to impact their well-being as well the environment surrounding them. **Begins to reflect or describe how these actions may benefit** the individual and/or their surrounding environment. | Demonstrates **knowledge of the ways in which an individual’s actions** impacts their well-being as well the environment surrounding them. **Exhibits curiosity about what they can do to enhance their well-being** and impact their surrounding environment. | Some evidence of **rudimentary awareness (but no reflection) on the impact of their actions** on their well-being and as well as on the environment surrounding them. **Exhibits little curiosity** about the impact of their action | Shows no evidence of awareness or reflection about the impact of their actions on their well-being or the environment surrounding them |