

COMMUNICATION – SCORING GUIDELINES

DEFINITION: Communication is the purposeful development, expression and reception of a message through oral, written or nonverbal means.

Descriptors:	Achievement Level 4	Achievement Level 3	Achievement Level 2	Achievement Level 1
1. PURPOSE: Establish a clear central focus for a message which demonstrates an understanding of context, audience and task	Purpose is PRECISELY STATED AND MEMORABLE for audience, context, and task	Purpose is PRECISELY STATED for audience, context, and task	Purpose is STATED for audience, context, and task	Purpose is NOT CLEARLY STATED for audience, context, and task
2. CONTENT: Develop appropriate, relevant content logically sequencing ideas and/or information	Relevant content is developed EXPERTLY, LOGICALLY sequencing IDEAS AND/OR INFORMATION	Relevant content is developed APPROPRIATELY, LOGICALLY sequencing IDEAS AND/OR INFORMATION	Relevant content is developed SPORADICALLY , sequencing ONLY POINTS	Message developed is SIMPLE and LACKS relevant content and sequencing
3. LANGUAGE: Apply language of a discipline in an appropriate and accurate manner to demonstrate comprehension	Language choices and/or modes of expression are THOUGHTFUL, MEMORABLE, COMPELLING AND APPROPRIATE to audience AND discipline	Language choices and/or modes of expression are THOUGHTFUL AND APPROPRIATE to audience AND discipline	Language choices and/or modes of expression are APPROPRIATE to audience OR discipline	Language choices and/or modes of expression DETRACT from message
4. EXECUTION: Convey a message effectively	CONSISTENTLY conveys intended message	MOSTLY conveys intended message	SELDOM conveys intended message	FAILS TO convey intended message
5. RECEPTION: Utilize appropriate oral, written or nonverbal means to receive and/or interpret a message effectively	CONSISTENTLY utilizes appropriate oral, written or nonverbal means to receive and/or interpret intended message	MOSTLY utilizes appropriate oral, written or nonverbal means to receive and/or interpret intended message	SELDOM utilizes appropriate oral, written or nonverbal means to receive and/or interpret intended message	FAILS TO utilize appropriate oral, written or nonverbal means to receive and/or interpret intended message

CRITICAL THINKING – SCORING GUIDELINES

DEFINITION: Critical thinking is the mental process of effectively identifying, determining, gathering, evaluating and utilizing resources to innovate and/or to accomplish a specific task.

Descriptors:	Achievement Level 4	Achievement Level 3	Achievement Level 2	Achievement Level 1
1. IDENTIFY ISSUE: Identify and interpret a problem or issue	Issue/problem CLEARLY identified and described COMPREHENSIVELY, delivering ALL relevant information (terms defined, ambiguities explored, boundaries determined and/or backgrounds provided) necessary for FULL understanding	Issue/problem identified and described, delivering MOST of the relevant information (terms defined, ambiguities explored, boundaries determined and/or backgrounds provided) necessary for ADEQUATE understanding	Issue/problem identified but description leaves SOME terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown, impeding understanding	Issue/problem NOT clearly identified and described, FAILING to deliver relevant information necessary for understanding
2. DETERMINE NEEDS: Determine the resources needed	EFFECTIVELY AND COMPREHENSIVELY defines the scope of resources needed (key concepts and types of resources) to solve a problem or explore an issue	DEFINES the scope of resources needed (key concepts and types of resources) to solve a problem or explore an issue	INCOMPLETELY defines the scope of resources needed (key concepts and types of resources) to solve a problem or explore an issue	HAS DIFFICULTY defining the scope of resources needed (key concepts and types of resources) to solve a problem or explore an issue
3. GATHER RESOURCES: Gather resources effectively and efficiently	Gathers resources from appropriate and relevant sources using a variety of EFFECTIVE, WELL-DESIGNED strategies	Gathers resources from SOME appropriate and relevant sources using a VARIETY of strategies	Gathers resources from FEW appropriate and relevant sources using SIMPLE strategies	FAILS to use resource gathering strategies
4. EVALUATE RESOURCES: Evaluate resources critically	Evaluation of resources (history of the issue/problem; logic/reasoning; feasibility; impact; own and other's assumptions, bias, authority and relevance) is DEEP and THOROUGH	Evaluation of resources (history of the issue/problem; logic/reasoning; feasibility; impact; own and other's assumptions, bias, authority and relevance) is ADEQUATE	Evaluation of resources (history of the issue/problem; logic/reasoning; feasibility; impact; own and other's assumptions, bias, authority and relevance) is SUPERFICIAL	Evaluation of resources (history of the issue/problem; logic/reasoning; feasibility; impact; own and other's assumptions, bias, authority and relevance) is ABSENT
5. UTILIZE RESOURCES: Utilize resources effectively and creatively to innovate and/or to accomplish a specific task	Presents resources, organizes resources and synthesizes those resources to FULLY ACHIEVE a specific task WITH CLARITY, PRECISION and DEPTH	Presents resources, organizes resources and synthesizes those resources to ACHIEVE a specific task	Presents resources and organizes resources but FAILS to synthesize those resources. Consequently, a specific task is MINIMALLY ACHIEVED	Presents resources but resources are FRAGMENTED and/or USED INAPPROPRIATELY. Consequently, a specific task is NOT ACHIEVED
6. ASSESS RESULTS: Assess and evaluate results	INTENTIONALLY and THOROUGHLY REFLECTS upon the results of the specific task and/or innovation in a LOGICAL manner appropriate to the discipline	REFLECTS upon the results of the specific task and/or innovation in a LOGICAL manner appropriate to the discipline	REFLECTS upon the results of the specific task and/or innovation in a SOMEWHAT LOGICAL manner appropriate to the discipline	REFLECTS upon the results of the specific task and/or innovation WITH VERY LIMITED ATTENTION TO LOGICAL STRUCTURES and APPROPRIATENESS to the discipline

CULTURAL AND GLOBAL ENGAGEMENT– SCORING GUIDELINES

DEFINITION: Cultural and global engagement encompasses the awareness of cultural systems, events, and creations and an ability to apply this cultural and global awareness to human interaction and expression.

Descriptors:	Achievement Level 4	Achievement Level 3	Achievement Level 2	Achievement Level 1
1. CULTURAL KNOWLEDGE: Identify cultural systems, events, or creations	THOROUGHLY IDENTIFIES one's own and other cultural systems, events, or creations	IDENTIFIES one's own and other cultural systems, events, or creations	IDENTIFIES one's own cultural systems, events, or creations but SELDOM IDENTIFIES other cultures	SELDOM IDENTIFIES one's own cultural systems, events, or creations and LACKS ABILITY to IDENTIFY other cultures
2. GLOBAL INFLUENCES: Identify the global forces that shape culture and subculture	THOROUGHLY IDENTIFIES the global forces that shape one's own and other cultures and subcultures	IDENTIFIES the global forces that shape one's own and other cultures and subcultures	SELDOM IDENTIFIES the global forces that shape one's own and other cultures and subcultures	INABILITY TO IDENTIFY the global forces that shape one's own and other cultures and subcultures
3. CULTURAL AND GLOBAL SELF AWARENESS: Analyze and explain the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes	EXTENSIVELY ANALYZES and EXPLAINS the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes	ANALYZES and EXPLAINS the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes	DEMONSTRATES LIMITED ABILITY to ANALYZE and EXPLAIN the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes	LACKS ABILITY to ANALYZE and EXPLAIN the impact of culture and experience on one's worldview and behavior, including assumptions, biases, prejudices, and stereotypes
4. CULTURAL AND GLOBAL AWARENESS: Analyze and explain the impact of historical events, perspectives, or cultures on world societies, human interaction and expression, and the natural environment	EXTENSIVELY ANALYZES and EXPLAINS the impact of historical events, perspectives, or cultures on world societies, human interactions and creativity, and natural environment	ANALYZES and EXPLAINS the impact of historical events, perspectives, or cultures on world societies, human interactions and creativity, and natural environment	DEMONSTRATES LIMITED ABILITY to ANALYZE and EXPLAIN the impact of historical events, perspectives, or cultures on world societies, human interactions and creativity, and natural environment	LACKS ABILITY to ANALYZE and EXPLAIN the impact of historical events, perspectives, or cultures on world societies, human interactions and creativity, and natural environment
5. INCLUSIVENESS: Demonstrate a willingness and ability to engage with other cultures and global societies	DEMONSTRATES STRONG WILLINGNESS AND ABILITY to engage with other cultures and global societies	DEMONSTRATES WILLINGNESS AND ABILITY to engage with other cultures and global societies	DEMONSTRATES LIMITED WILLINGNESS AND ABILITY to engage with other cultures and global societies	LACKS WILLINGNESS OR ABILITY to engage with other cultures and global societies
6. CULTURAL EXPRESSION: Generate ideas, creations, or models that express the human condition and our relationship with the world around us	GENERATES INNOVATIVE ideas, creations, or models that express human condition and one's relationship with the world	GENERATES ideas, creations, or models that express human condition and one's relationship with the world	GENERATES LIMITED ideas, creations, or models that express human condition and one's relationship with the world	LACKS ABILITY to GENERATE ideas, creations, or models that express human condition and one's relationship with the world

CIVIC ENGAGEMENT– SCORING GUIDELINES

DEFINITION: Civic engagement encompasses actions to promote the quality of life in a community, through both political and non-political processes.

Descriptors:	Achievement Level 4	Achievement Level 3	Achievement Level 2	Achievement Level 1
<p>1. INCLUSIVENESS: Demonstrate an ability to engage respectfully with others in a diverse society</p>	DEMONSTRATES EVIDENCE of ENGAGING RESPECTFULLY with diverse communities in an INTENTIONAL and REFLECTIVE WAY to promote, lead, and advocate civic action	DEMONSTRATES EVIDENCE of ENGAGING RESPECTFULLY with diverse communities to further civic action	DEMONSTRATES EVIDENCE of HAVING PARTICIPATED with diverse communities to further civic action	FAILS TO DEMONSTRATE EVIDENCE OF PARTICIPATING with diverse communities
<p>2. APPLY KNOWLEDGE: Apply the knowledge from one's own study and experiences to active and ethical participation in civic life</p>	CONNECT one's knowledge to one's actions in an INTENTIONAL, REFLECTIVE, and ETHICAL civic life	CONNECT one's knowledge to one's actions in an ETHICAL civic life	CONNECT one's knowledge to civic engagement and participation	LACKS the knowledge REQUIRED TO CONNECT to civic engagement and participation
<p>3. DEMONSTRATION OF CIVIC IDENTITY AND COMMITMENT: Provide evidence of experience in and reflection on civic engagement activities</p>	DEMONSTRATES INTENTIONAL REFLECTION on one's own civic identity and the ability to PROMOTE, LEAD and ADVOCATE civic action	DEMONSTRATES REFLECTION on one's own civic identity and the ability to PROMOTE and ADVOCATE civic action	DEMONSTRATES AWARENESS of one's own civic identity and LIMITED EXPERIENCE in civic engagement activities	DEMONSTRATES LIMITED AWARENESS of one's own civic identity and NO EXPERIENCE in civic engagement activities
<p>4. CIVIC COMMUNICATION: Communicate and listen to others in order to establish personal and professional relationships to further civic action</p>	COMMUNICATES and LISTENS EFFECTIVELY and INTENTIONALLY in a variety of contexts to INITIATE and SUSTAIN civic action	COMMUNICATES and LISTENS EFFECTIVELY in a variety of contexts to FOSTER civic action	COMMUNICATES and LISTENS with others in a limited number of contexts to FOSTER civic action	DEMONSTRATES LIMITED ABILITY TO COMMUNICATE and LISTEN with others to engage in civic action
<p>5. ENGAGEMENT IN CIVIC ACTION AND REFLECTION: Demonstrate the ability to deliberate and collaborate on issues and problems to achieve a civic aim</p>	DEMONSTRATES LEADERSHIP CAPABILITY, REFLECTIVE INSIGHTS, and the ABILITY AND COMMITMENT to work deliberately and collaboratively across and within community contexts and structures to achieve a civic aim	DEMONSTRATES ABILITY AND COMMITMENT to work deliberately and collaboratively across and within community contexts and structures to achieve a civic aim	DEMONSTRATES EXPERIENCE identifying intentional ways to participate in civic contexts and structures	DEMONSTRATES LIMITED experience participating in civic contexts and structures.