

COMMUNICATION - SCORING GUIDELINE

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

Descriptors	Level 4	Level 3	Level 2	Level 1	Level 0
	Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	Developing Proficiency: Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.	Beginning Proficiency: Demonstrates beginning understanding of the process or concept.	Not Proficient: Does not demonstrate understanding.	No submission
1. PURPOSE: Establish a clear central focus for a message which demonstrates an understanding of context, audience, and task					
2. CONTENT: Develop appropriate, relevant content logically sequencing ideas and/or information					
3. LANGUAGE: Apply language and/or modes of expression of a discipline in an appropriate and accurate manner to demonstrate comprehension					
4. EXECUTION: Convey a message effectively					

Glossary

means: channels or delivery

modes of expression: any audience tailored message or artifact (i.e. speech, presentation, dance, painting, photograph, etc.)

CRITICAL THINKING - SCORING GUIDELINES

DEFINITION: Habit of mind of analyzing issues, ideas, artifacts, events, and/or evidence to draw conclusions or solve problems.

Descriptors	Level 4	Level 3	Level 2	Level 1	Level 0
	<p>Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.</p>	<p>Developing Proficiency: Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.</p>	<p>Beginning Proficiency: Demonstrates beginning understanding of the process or concept.</p>	<p>Not Proficient: Does not demonstrate understanding.</p>	<p>No submission</p>
<p>1. Identify the topic/ subject of inquiry</p>					
<p>2. Select appropriate resources required to draw conclusion(s) or solve the problem</p>					
<p>3. Apply resources to draw conclusion(s) or solve the problem</p>					
<p>4. Evaluate conclusion(s) or the solution to the problem</p>					

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	Level 4	Level 3	Level 2	Level 1	Level 0
	<p>Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.</p>	<p>Developing Proficiency: Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.</p>	<p>Beginning Proficiency: Demonstrates beginning understanding of the process or concept.</p>	<p>Not Proficient: Does not demonstrate understanding.</p>	<p>No submission</p>
<p>1. INCLUSIVENESS: Demonstrate an ability to engage respectfully with others in a diverse society</p>					
<p>2. APPLY KNOWLEDGE: Apply knowledge from one's own study and experiences to active and ethical participation in civic life</p>					
<p>3. DEMONSTRATION OF CIVIC IDENTITY AND COMMITMENT: Provide evidence of experience in and reflection on civic engagement activities</p>					
<p>4. CIVIC COMMUNICATION: Communicate and listen to others in order to establish personal and professional relationships to further civic action</p>					
<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>					

CULTURAL AND GLOBAL ENGAGEMENT - SCORING GUIDELINES

DEFINITION: Global Learning encompasses knowledge, skills, and attitudes students acquire through a variety of experiences that enable them to understand world cultures, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as educated individuals and global citizens.

Descriptors	Level 4	Level 3	Level 2	Level 1	Level 0
	Proficient: Demonstrates in-depth understanding of the process or concept. Minor errors or mistakes may be present but do not impede understanding.	Developing Proficiency: Demonstrates foundational understanding of the process or concept, but misconceptions impede in-depth understanding.	Beginning Proficiency: Demonstrates beginning understanding of the process or concept.	Not Proficient: Does not demonstrate understanding.	No submission
1. KNOWLEDGE: Analyzes cultural systems, events, or creations and their relationship to worldviews, values, or behavior.					
2. INFLUENCE: Evaluates the impact of contemporary and past events, perspectives, or cultures on intercultural relationships.					
3. SELF AWARENESS: Analyzes the impact of culture and intercultural experiences on one's worldview, values and behavior, including assumptions, biases, prejudices, or stereotypes.					
4. RESPONSIBILITY: Evaluates the impact of one's moral and ethical reasoning on one's actions in relation to culturally different groups.					
5. EXPRESSION: Generates ideas, creations, or models that express the human condition and one's relationship with the world.					

Glossary

Cultural Systems: All of the practices, beliefs, and behaviors of a society. Because culture is learned, it includes how people think and express themselves.

Worldview: An individual's perception of the world influenced by experiences, knowledge, and beliefs.

Intercultural Relationships: Existing between, relating to, or involving one or more cultures.

Values: A value is something that is esteemed as having intrinsic worth or desirability. In the context of Cultural and Global Engagement, it is a principle that guides thought or action. Please note the Knowledge indicator is not evaluating the relative merit of a student's personal set of values, but whether the student can identify or recognize the values connected to a cultural system, event, or creation. The focus is awareness and understanding of the values of others, not self.

Moral and Ethical Reasoning: Morals deal with the perceptions of right and wrong within a cultural context, ethics deals with behavioral guidelines based on a moral principle. Moral and ethical reasoning in the context of Cultural and Global Awareness can be understood to mean that students can demonstrate that their actions are guided by their own moral and ethical principles and affect their interactions with different cultural groups. Inherent in the measure is the understanding (and need for students to demonstrate understanding) that different cultural groups have different moral and ethical foundations. Please note the Responsibility indicator is not evaluating the relative merit of a student's personal set of morals or ethics, but whether the student can demonstrate the ability to interact respectfully with other cultural groups while being true to their own moral and ethical principles.

Creations: Human-made objects or expressions. In the context of the Expression indicator, creations include but are not limited to artwork, presentations, performances, written works, music, videos, and design.