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| --- | --- | --- | --- | --- |
|  | **Initial** | **Emerging** | **Defined** | **Highly Defined** |
| **Inquiry &**  **Problem Solving**  (See the text below the table for the corresponding Core SLOs.) | Exhibits an awareness of how to collect information. | Shows familiarity with how to evaluate information. | Demonstrates analytic ability with resources. | Independently applies resources to solve problems or answer questions; often draws upon or explores supplementary resources. |
| **Research Methods & Application** | Recognizes an issue(s) and can summarize relevant concepts in response to a prompt. | Demonstrates an awareness about issues and attempts apply a methodology to solve a problem. | Demonstrates a competent grasp of primary issues and can apply a methodology and break down issues into manageable pieces. | Engages with appropriate methodology and applies tools to approach complex issues and articulate learned insights. |
| **Synthesis & Context** | Shows an awareness of connections among assignments and readings. | Independently recognizes and makes connections among assignments and readings. | Cultivates and explores connections among assignments and readings. | Interacts with assignments and readings to come to a new perspective to show a developed sense of the “big picture.” |
| **Exploring & Assessing Learning** | Recognizes gaps in one’s own knowledge and/or skills. | Recognizes weaknesses and makes connections about how to improve. | Assesses strengths as well as weaknesses, pointing to specific examples and relevant strategies for improvement. | Assesses a variety of strengths and weaknesses, demonstrating a clear sense of how to overcome less obvious weaknesses and expand creativity. |

**Inquiry and Critical Thinking**

**Corresponding Core SLOs**

**Inquiry & Problem Solving:** collect, evaluate, and analyze information and resources to solve problems or answer questions.

**Research Methods & Applications:** approach complex issues by taking a large question and breaking it down into manageable pieces.

**Synthesis & Context:** make meaningful connections among assignments and readings in order to develop a sense of the “big picture.”

**Exploring & Assessing Learning:** self-assess personal strengths (personal, academic, social) and how they can help overcome weaknesses.

**Global Perspective**

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| --- | --- | --- | --- | --- |
|  | **Initial** | **Emerging** | **Defined** | **Highly Defined** |
| **Think Outside Cultural Norms and Values/Critically Engage Larger World** | Defines basic concepts and processes related to variations in social and cultural norms and values. | Demonstrates an awareness of systems of norms and values beyond their own by identifying and summarizing related concepts and processes. | Moves beyond own perspective and critically engage the larger world by integrating and applying ideas, concepts, and processes. | Interacts with concepts, ideas, and processes related to cultural norms and values through a well- articulated demonstration of the insights that have been gained. |
| **Ethical Implications** | Defines basic concepts and processes related to the ways in which institutions and individuals impact the well-being of places and people. | Demonstrates an awareness of the ethical implications associated with actions of institutions and individuals by identifying and summarizing related concepts and processes. | Analyzes the ethical implications of institutions and individuals by integrating and applying ideas and concepts. | Participates questions of ethics through a well-articulated demonstration of the insights that have been gained. |
| **Historical Perspective** | Defines basic concepts related to an understanding of the historical dimensions of significant events and processes. | Demonstrates an awareness of historical context by identifying and summarizing related concepts and processes.  . | Recognizes the ways in which events and processes are historically situated by integrating and applying ideas, concepts, and processes. | Clearly demonstrates student’s ability to understand events and processes as historically situated; interacts with concepts, ideas, and processes through a well-articulated demonstration of insights gained. |

**Initial** requires a basic framework to develop ideas

**Emerging** requires explicit feedback and practicewith skills or concepts

**Defined** requires encouragement to move beyond competent demonstration

**Highly Defined** requires critique of application of ideas

**Communication/Self-Expression**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Initial** | **Emerging** | **Defined** | **Highly Defined** |
| **Argumentation**  (See the text below the table for the corresponding Core SLOs.) | Summarizes and describes concepts and ideas | The presence of a central theme begins to develop a rudimentary argument | The central idea is developed and explored on a surface level | The argument articulates and sustains deep interaction with the central idea and demonstrates gained insights |
| **Analysis** | Shows a basic ability to identify and present key elements of a text, such as main idea and evidence | Shows a growing ability to identify as well as summarize those ideas in a coherent manner | Moves beyond identifying and summarizing to an analysis of the key elements in the text | Shows a high degree of insight in the analysis, synthesis and evaluation of the text; able to draw conclusions and make inferences |
| **Disciplinary Awareness** | Attempts to answer the assignment prompt | Begins to show an awareness of context | Understands how their ideas fit within an existing dialogue | Clearly articulates their place within an academic conversation |
| **Expression of Ideas** | Meaning isn’t always clear. Writing has a number of grammatical or punctuation errors | Word choice may be confusing at times. Writing has a few repeated errors with punctuation or grammar | Follows rules of standard written English for grammar & punctuation, with few minor errors | Language is precise, concise, and fresh. Writing is virtually error-free |

**Corresponding Core SLOs**

**Argumentation:** formulate an original thesis-driven argument and sustain it in both written and verbal communication.

**Analysis:** identify, analyze, and summarize/represent the key elements of a text.

**Disciplinary Awareness:** enter/place themselves into an existing dialogue (intellectual, political, etc.).

**Expression of Ideas:** express ideas clearly in writing and speaking in order to synthesize and evaluate information before presenting it.

**Initial** requires a basic framework to develop ideas

**Emerging** requires explicit feedback and practicewith skills or concepts

**Defined** requires encouragement to move beyond competent demonstration

**Highly Defined** requires critique of application of ideas