

## **Communication**

Students will demonstrate clear and precise use of written, oral and/or nonverbal language to effectively express one's own ideas, perspectives, and understandings as well as the ideas, perspectives, and understandings of others.

### **Learning Indicators**

Assessment may include but is not limited to the following criteria and intended outcomes:

#### **Written Communication**

- Audience and Purpose - Demonstrates effective engagement and awareness of both the reader and the particular writing objective.
- Use of Language - Demonstrates effective and appropriate use of written communication and rhetorical skills.
- Mechanics - Demonstrates precise and constructive implementation of grammar rules and sentence level dynamics in writing.
- Organization and Development - Demonstrates logical and constructive arrangement and structuring of words, sentences, and paragraphs to best address audience and purpose.
- Ideas and Thinking - Demonstrates constructive and appropriate critical thinking, logic, and engagement skills to best address audience and purpose.

#### **Demonstrative and Oral Communication**

- Audience - Demonstrates effective engagement with the audience.
- Purpose - Demonstrates effectiveness awareness of the given purpose.
- Use of verbal and nonverbal language:
  - Uses language that is vivid, imaginative and engaging.
  - Uses language that is appropriate for the audience and supports the effectiveness of the presentation.
- Listening/Response/Group Discussion Dynamics - Actively participates in group discussion.
- Voice, Tone, and Style - Applies delivery techniques that enhance the quality of the presentation.

## Quantitative Reasoning

Students will demonstrate the ability to read, write, compute, and solve quantitative problems presented in multiple ways.

### Learning Indicators

Assessment may include but is not limited to the following criteria and intended outcomes:

- Interpretation and Representation
  - Reads quantitative problems to identify key information.
  - Describes information given in mathematical forms, using labels and units.
  - Categorizes what information is important and discards unimportant information.
  - Represents information in the problem using various mathematical forms; these may include tables, graphs, and equations.
- Computation
  - Identifies a correct method of solving the problem within the context of the mathematical form chosen.
  - Solves the problem or collects data using scientifically or mathematically sound methods.
- Application and analysis
  - Correctly identifies conclusions based on the computations or data.
  - Verifies that the conclusions make sense within the context of the problem.
  - Decides whether the conclusions are useful or suitable in solving the problem.
- Assumptions
  - Identifies any underlying assumptions made when interpreting or computing the problem and data.
  - Gives reasons why these assumptions are necessary or appropriate.
  - Notifies the audience of the assumptions and how they may have influenced the results.
- Communication
  - Presents an argument in an appropriate format (this may include graphs, tables, equations, etc.).
    - Appropriate format sometimes means more than one type of representation.
    - The format of the presentation should be both efficient and easily understood.
  - Supports any conclusions using quantitative data.

## Citizenship and Social Responsibility

Students will develop the knowledge, skills, values, and motivations to participate in both the political and non-political processes and institutions related to American citizenship and residence in the global community.

### Learning Indicators

Assessment may include but is not limited to the following criteria and intended outcomes:

- Civic Identity and Self-Awareness - Demonstrates an understanding of the capacity for civic action in a diverse world.
- Civic Responsibility and Engagement - Identifies the need to develop the knowledge, skills, values, and motivations to make a difference in society.
- Ethical Competence - Demonstrates the ability to make good ethical decisions as a member of a greater society.
- Intercultural Competence:
  - Demonstrates a commitment to civil rights and responsibilities.
  - Demonstrates an understanding that cultural differences exist and impact individuals and groups of people.
- Framework for Social Responsibility - Understands the role that social responsibility plays in being a productive and successful member of society.

## **Critical Thinking**

Students will process information, artifacts, and realities to make reasonable decisions and formulate applicable judgments.

### **Learning Indicators**

Assessment may include but is not limited to the following criteria and intended outcomes:

- Explains the presented issue - Uses supporting evidence to describe the issue.
- Relates the influence of context and assumptions to the presented issue - Understands that settings and conditions influence and complicate the presented situation and related interpretation.
- Uses evidence to investigate a point of view.
  - Demonstrates an ability to take information from various credible sources to use for analysis.
  - Identifies and considers new hypotheses using applicable evidence.
- Formulates a coherent position.
  - Clearly describes one's own point of view.
  - Identifies similarities and differences between two points of view.
- Draws conclusions that follow from understanding of the various facets of the presented issue.
  - Uses context, assumptions and evidence to draw conclusions.
  - Generates creative solutions and transforms them into action.

## Information Literacy

Students will responsibly identify, access, develop, implement, and evaluate relevant, credible information.

### Learning Indicators

Assessment may include but is not limited to the following criteria and intended outcomes:

- Identifies information needed for a specific scholarly purpose:
  - Frames a research problem.
  - Identifies the quantity and type of information needed.
  - Recognizes appropriate procedures for information development, collection, access, and storage.
  - Identifies appropriate primary and secondary sources.
- Accesses or develops information:
  - Uses various relevant research strategies and methods.
  - Locates and accesses digital and physical information objects.
  - Collects or develops information according to disciplinary practices.
- Effectively implements relevant, credible information:
  - Evaluates sources for relevance, credibility, and quality of information.
  - Synthesizes and analyzes information for a specific research purpose.
  - Integrates information effectively through quotation, paraphrasing, and summary to support a research purpose.
  - Organizes information for ready consumption by others.
- Observes disciplinary, ethical, and legal standards
  - Observes standards of attribution and citation.
  - Faithfully represents the ideas and works of others.
  - Recognizes prejudice and bias in the works of others and avoids perpetuating prejudice and bias in their own work.
  - Observes standards of information access, development, collection, storage, and dissemination.

## **Technology**

Students will understand and use multiple forms of current and emerging technologies.

### **Learning Indicators**

Assessment may include but is not limited to the following criteria and intended outcomes:

- Current Technology - Identifies and demonstrates use of current technology.
- Emerging Technology - Identifies the most important emerging technologies and describe possible use.
- Solving Problems with Technology - Uses appropriate technology to solve problems.
- Ethical Use of Technology - Demonstrates knowledge of the ethical use of technology.
- Use of Technology to Communicate - Effectively communicates using multiple technology applications.