Spring 2016: Revision of ISLO Rubrics:

<u>Citizenship, Critical Thinking, Effective Communication, Information Literacy, Lifelong Wellness</u>

CITIZENSHIP: STUDENTS WILL BE ABLE TO USE KNOWLEDGE ACQUIRED FROM THEIR EXPERIENCES AT THIS COLLEGE TO BE ETHICALLY RESPONSIBLE, CULTURALLY PROFICIENT CITIZENS, INFORMED AND INVOLVED IN CIVIC AFFAIRS LOCALLY, NATIONALLY, AND GLOBALLY.

Citizenship includes the ability to:

- demonstrate scientific literacy concerning a range of global issues. identify and demonstrate an understanding of a range of global issues: scientific, social, economic, political.
 Proposed Revisions to the revision:
- identify and demonstrate an understanding of their an individual's role in an interconnected globe world and within about a range of global issues.
- <u>Identify and demonstrate</u> an understanding of how global, <u>national</u> and local organizations, ideas, and issues are interconnected (e.g., social, cultural, economic, political, and environmental <u>issues</u>).
- demonstrate scientific literacy concerning a range of global issues.
- demonstrate awareness and sensitivity <u>about to how their perspectives (cultural, ethical, etc.)</u> are shaped by their <u>experiences and cultural values.</u> - own worldviews.
- —articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.

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- recognize and apply ethical perspectives.
- facilitate a positive, supportive group environment through demonstrated collegiality and leadership.
- demonstrate commitment to active citizenship.
 - be an ethically responsible person. ("will need to add this competency to the rubric" -- sub-descriptor and bullet point related to ethics has been proposed below)

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Proposed revision to the revision:

- recognize and apply ethical perspectives.
- demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrate[e] leadership by motivating others. (moved first part under Effective Communication ISLO)

Proposed revision to the revision:

- facilitate a positive group environment through demonstrated collegiality and leadership to support and motivate others.
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought. (recommendation to move to the Lifelong Wellness ISLO)

		CITIZENSHIP (ORIGIN	AL RUBRIC)	
, Indicator	Novice	Basic	Proficient	Advanced
Use the scientific method of inquiry, interpretation, analysis and inference to address problems from data to determine what conclusions or solutions are reasonable	Student does not understand the scientific method for determining reasonable conclusions or solutions to address problems.	Student is aware of the scientific method for determining conclusions or solutions to problems, but this knowledge is general and sparse.	Student, when guided, is aware of the scientific method for determining reasonable conclusions or solutions to problems.	Student is able to use the scientific method for determining reasonable conclusions or solutions to problems.
Indicator	Novice	Basic Basic	Proficient Proficient	Advanced

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Understand the impact of decisions made by local, national and international organizations, societies, environments and economies	Student has no knowledge of these organizations or their functions and how they impact decisions made by local, national and international organizations.	Student understands generally that local, national and international organizations impact societal, environmental, and economic conditions, but is unaware of specific policies/decisions that	Student understands how some specific decisions made by local, national and international organizations impact many facets of her/ his day-to-day world; however, knowledge is limited or tends to cast issues in black and white.	Student has an excellent understanding of the way specific decisions made by local, national and international organizations impact her/ his day-to-day world. S/he is able to evaluate these issues critically and thoroughly.
Indicator	Novice	impact her/ his world. Basic	Proficient	Advanced
Understand the impact of the global economy on political decision-making	Student is unaware of the impact of economic considerations on political decision- making. S/he may be largely unaware of political events and international economic conditions.	Student is generally aware that political decisions are shaped by economic considerations; however, s/he has little knowledge of specific considerations and national/ international policies.	Student is aware of some of the economic considerations that drive political decisions. However, this knowledge is somewhat limited or tends to cast issues in black and white terms.	Student possesses an excellent understanding of economic considerations that drive specific national policies and decisions. S/he can critically evaluate the gains and losses that result from these policies.
Understand the interconnectedness of the world (i.e., one nation's impact on other nations)	Student does not understand that resource use of nations impact one another.	Student is aware that resource use by countries impacts one another, but this knowledge is general and sparse.	Student is aware that human, economic, and natural resources of one nation can impact those of other nations, but s/he is not aware of political/social/	Student understands how each country's human, economic, and natural resources impact each other; s/he can think critically about political/social/ environmental

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			environmental issues raised by economic interdependence.	issues raised by economic interdependence.
Indicator	- Novice	Basic	Proficient Proficient	Advanced
Participate in a global society	Student is unaware that persons in other nations directly influence her/ his life socially, politically, environment economically.	Student has a growing awareness of the global nature of the world. S/he is interested in the study of international policy and affairs—but action is limited to learning and reflection.	Student recognizes her/ his own role as an individual in a global society. When guided, s/he participates locally through economic, political, or social means (e.g., donations to relief efforts, contributions to international social, health, or environmental concerns).	Student is aware of how her/ his actions and the actions of her/ his country exert influence globally. S/he seeks to understand the global impact of personal actions (e.g., consumerism, consumption of energy, or recycling), and acts accordingly.
Indicator	- Novice	- Basic	- Proficient	- Advanced
Social Interaction	Student shows low competence; rarely displays cooperation or friendliness, appears reluctant to help, delivers criticism with sarcasm, listens infrequently and inconsistently, such as interrupting, laughing or making	Student is building competence; sometimes displays cooperation and friendliness; occasionally helpful and may deliver criticism if prompted; shows some listening and respect.	Student displays emerging competence; shows regular listening and attention; usually displays empathy and self-control; often generous in comments; shows respect.	Student demonstrates exemplary integration of social skills; almost always displays helpfulness, empathy, cooperation, and self-control; accepts and delivers criticism with compassion and confidence.

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sfactory gement; is hed or plyod; shows r no response nments or or connection; chers set la; has nzard lance.	engagement; takes some part in setting group goals; listens ettentively and is eliably responsive to naterial; occasionally asks questions; has consistent attendance.	engagement; prepared in advance; takes part in setting agenda; moderately skilled in offering input; volunteers willingly and carries own share of the group's	outstanding engagement; draws out ideas or concerns of others, including those who have not participated; helps group stay on track; summarizes group actions and	Formatted: Font: 12 pt
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hed or elved; shows represent or connection; chers set la; has larged.	proup goals; listens attentively and is eliably responsive to naterial; occasionally asks questions; has consistent attendance.	setting agenda; moderately skilled in offering input; volunteers willingly and carries own share of the group's	others, including those who have not participated; helps group stay on track; summarizes group actions and	
olved; shows r no response nments or or connection; thers set la; has nzard lance.	attentively and is eliably responsive to naterial; occasionally asks questions; has consistent attendance.	moderately skilled in offering input; volunteers willingly and carries own share of the group's	have not participated; helps group stay on track; summarizes group actions and	
r no response nements or mor connection; chers set la; has lazard lance.	eliably responsive to naterial; occasionally asks questions; has consistent attendance.	offering input; volunteers willingly and carries own share of the group's	group stay on track; summarizes group actions and	
nments or mer connection; as connection; lhers set la; has lazard lance.	naterial; occasionally esks questions; has consistent attendance.	willingly and carries own share of the group's	summarizes group actions and	
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vice =	- Basic	- Proficient	- Advanced	Formatted: Font: 12 pt
	Student shows	Student displays	Student demonstrates	Formatted: Font: 12 pt
of ac	idequate beginning	proficient mastery; gives	accomplished competence;	
	progress; joins a group	input confidently; is	takes an active position in	
		prepared and completes	group; attempts to have end	
	icknowledges group	assigned task in timely	product reflect all viewpoints;	
e her/ his own m	nembers; listens	fashion, respects differing	encourages and	
outions. at	attentively; often	viewpoints and offers	acknowledges work of all	
ap	ppears prepared	positive responses to	group members.	
re	egarding topic;	others.	=	
to	o end product.			
; ;	nected to does not her/ his own putions.	nected to does not her/his own cooperatively and acknowledges group members; listens	nected to does not her/ his own utions. cooperatively and acknowledges group members; listens attentively; often appears prepared regarding topic; sometimes contributes prepared and completes assigned task in timely fashion, respects differing viewpoints and offers positive responses to others.	nected to does not acknowledges group members; listens attentively; often appears prepared regarding topic; sometimes contributes cooperatively and acknowledges group members; listens attentively; often appears prepared regarding topic; sometimes contributes cooperatively and acknowledges group members; listens attentively; often appears prepared not completes assigned task in timely fashion, respects differing viewpoints and offers positive responses to others. prepared and completes assigned task in timely fashion, respects differing viewpoints and offers positive responses to others.

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Leadership	Student is reluctant	Student shows some	Student shows	Student regularly takes	Formatted: Font: 12 pt
	or uncertain about	skills in leading; either	confidence in leadership	initiative in leading;	
	exercising	insecure or overly	duties; regular listening	consistently contributes ideas	
	leadership;	confident about own	and positive responses to	to group discussions;	
	focuses only on	leadership skills; lets	others; balances task	respectfully attends to and/or	
	task or on	group ramble or stray	accomplishment with	solicits others' ideas; keeps	
	participants; may	off track or keep group	needs of individuals in	group on track by managing	
	not ask for ideas or	too rigidly focused with	group; shares information	time, providing coaching,	
	does so without	no regard to relevant	openly; may check in for	using humor or resolving	
	considering them;	issues; offers own ideas	agreement.	differences; helps others to	
	may show	and goals.		provide leadership.	
	favoritism; does not				
	initiate own ideas or				
	they are off track.				
Indicator Indicator	□ Novice	□ Basic	□ Proficient	□ Advanced	Formatted: Font: 12 pt
Demonstrate	Student notices	Student demonstrates a	Student demonstrates	Student demonstrates	Formatted: Font: 12 pt
cultural sensitivity	cultural knowledge,	willingness to explore	<u>"basic" skill level</u>	"proficient" skill level	
	beliefs, and	cultural knowledge,	behaviors; in addition,	behaviors; in addition,	
	practices;	beliefs, and practices;	recognizes the	demonstrates flexibility,	
	recognizes	recognizes	importance and validity of	adaptability, and a willingness	
	commonalities and	commonalities and	others' perspectives.	to apply or consider alternative	
	differences	differences between		and/or diverse cultural	
	between her/ his	her/ his culture and		perspectives to think critically	
	culture and others,	others, but unlike the		and solve problems, and/or	
	though they tend to	novice, they tend to be		demonstrates ability to	
	be more easily	more sophisticated		empathize with others i.e.	
	observed	characteristics such as		an ability to imagine the	
	characteristics such	values, roles, ways of		perspectives and experiences	
	as foods, traditions,	thinking, and family,		of others as if they were their	
	and ways of doing	educational, political,		own.	
	things.	and religious structures.			
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Indicator Demonstrate behaviors central to lifelong learning	Student exhibits no ability to articulate and/or demonstrate strategy for, learning on her/ his own. Student may give up easily when frustrated, confine efforts to problems for which there is only one solution, seldom think about learning and how to improve it, and/or not explore "why" type of questions.	Student exhibits minimal ability to articulate and/or demonstrate strategies for, learning on her//his own. Student may be willing to try something new, try to make sense of what s/he is learning, and/or occasionally explore "why" type of questions.	Student is a self-directed learner who exhibits sufficient ability to articulate and/or demonstrate strategies for learning on her/ his/own. May demonstrate "basic" skill level behaviors; in addition, may reflect on how to improve learning, seek out other opportunities to learn, and/or regularly explore "why" type of questions.	Student is a self-directed learner who exhibits experience in learning on her/his own and can articulate and/or demonstrate well-structured strategies based on that experience. May demonstrate "proficient" skill level behaviors; in addition, may persist even when tasks are difficult, and/or can telerate ambiguity.	Formatted: Font: 12 pt Formatted: Font: 12 pt
Indicator	- Novice	- Basic	- Proficient	- Advanced	Formatted: Font: 12 pt
Demonstrate	No commitment-	Minimal commitment-	Adequate commitment-	Full commitment- student	Formatted: Font: 12 pt
commitment to	student may be	student is aware of	student demonstrates	demonstrates "proficient" skill	
active citizenship via	aware of issues but	issues; may make	"basic" skill level	level behaviors; in addition,	
civic engagement:	does not participate	conscious choices and	behaviors; in addition,	adopts a leadership role in	
having a sense of	in active citizenship.	change own daily habits.	informs and attempts to persuade family and	enacting change.	

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responsibility to the larger community	friends to make similar changes and/or collaborates with others to enact change.

SKYLINE COLLEGE CITIZENSHIP ISLO RUBRIC(REVISED RUBRIC)					
Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency	
Use the scientific method of inquiry, interpretation, analysis and inference, to address problems, from data to determine what conclusions or solutions are reasonable; Students practice analysis of knewledge	Student does not understand the scientific method for determining reasonable conclusions or solutions to address problems. Student fails to connect facts and theories from their study to their participation in civic life, politics, and government.	Student is aware of the scientific method for determining conclusions or solutions to problems, but this knowledge is general and sparse. Student begins to connect and extend classroom knowledge to their participation in civic life, politics, and government.	Student, when guided, is aware of the scientific method for determining reasonable conclusions or solutions to problems. Student connects and extends their classroom knowledge to their participation in civic life, politics, and government.	Student is able to use the scientific method for determining reasonable conclusions or solutions to problems. Student actively participates in connectin and extending classroom knowledge to their participation is civic life, politics, and government.	
Analysis of scientific knowledge for civic engagement	Student begins to identify scientific knowledge from their own academic study that is relevant to civic engagement and to their own participation in civic life, politics and government.	Student begins to connect scientific knowledge from their own academic study to civic engagement and to their own participation in civic life, politics and government.	Student analyzes scientific knowledge	Student connect and extends scientific knowledge	

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Indicator	No/Limited Proficiency	Some Proficiency	Proficiency,	High Proficiency
Understanding of	Demonstrates little to	Demonstrates some	Demonstrates a thorough	Demonstrates an advanced
their individual's	toor_no understanding	understanding that their	proficient thorough	understanding of howAnalyzes
global role in an	that their individual	individual decision-making	understanding of how their	howDemonstrates a thorough
interconnected	decision-making may	impact mamay iys mpact	individual decision-making	understanding of how their
world-	impact local, national,	local, national, and global	may impacts local, national,	individual decision-making may
	and global issues	conditions global issues.	and global issues conditions	impacts local, national, and
	conditions.		and of the various	global issues conditions , and is
			perspectives on possible	able to advocate for informed,
			actions that one they or	reasonable solutions in response
			others may take to address	to problems with global
			problems with global	implications is able
			implications.	todemonstrates preparedness to
				act on their understanding of
				problems with global implications
				to propose informed solutions.
Indicator	No/Limited Proficiency	Some Proficiency	Proficiency,	High Proficiency,
Understanding of	Does not identify or er	Examines Analyzes how	<u>Analyzes</u> Demonstrates	Analyzes Analyzes how global
the	demonstrates limited	global and local	solid understanding	and local organizations, ideas,
interconnectedness	identification of how	organizations, ideas, and	ofExamines how global and	and issues are interconnected
of global systems	global and local	issues are interconnected.	local organizations, ideas,	and have a global impact, and
¹ globalinterconnect	organizations, ideas,	and have a global impact.	and issues are	demonstrates an while
edness	and issues are		interconnected, ,-and	demonstrating high awareness of
		7	demonstrating	historical and contemporary
			demonstrates an	contexts of the issue(s), to

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¹ Variation of the AACU Value Rubric: Global Learning

Use of the scientific	interconnectedand have a global impact. Student does not	Student is aware of the	awareness of the historical and contemporary contexts of the issue(s)	advocate for informed, appropriate action		Formatted
method to address	understand the	scientific method for	aware of the scientific	scientific method for determining	X	Formatted: Font color: A
global issues,	scientific method for determining	determining conclusions or solutions to problems,	method for determining reasonable conclusions or	reasonable conclusions or solutions to problems. Student		Formatted: Font color: A
	reasonable	but this knowledge is	solutions to problems.	actively participates in connecting		Formatted: Left
	conclusions or	general and sparse.	Student connects and	and extending classroom	//	Formatted: Font color: A
	solutions to address	Student begins to connect	extends their classroom	knowledge to their participation in	\	Formatted: Font color: A
	problems. Student fails to connect facts and theories from their study to their participation in civic life, politics, and government.	and extend classroom knowledge to their participation in civic life, politics, and government.	knowledge to their participation in civic life, politics, and government.	civic life, politics, and government.		Formatted: Font: 11 pt Formatted: Font: 11 pt
Indicator	No/Limited Proficiency	Some Proficiency	Proficiency,	High Proficiency		Formatted: Font: 11 pt
	Frontiency					Formatted: Font: 11 pt
<u>Perspective</u>	Demonstrates little to	Demonstrates some	Demonstrates a	Demonstrates a		Formatted: Font: 11 pt
<u>shaping</u>	toer no awareness of	understanding that their	solidproficient n	solidsophisticated understanding	\geq	Formatted
Cultural relativism or	how theirs and others' world views are is.	own and others' world views are shaped by	understanding of how their own and others' world views	of how their own <u>and others'</u> world views, as well as others',		Formatted
cultural empathy??	shaped by their own	others arrive at their views	are shaped by their own	are shaped by their own		Formatted
(Discuss appropriate	experiences and	through their own	experiences and cultural	experiences and cultural values,		Formatted
<u>title)</u>	cultural values.	experiences and cultural	values, and attempts to	and is able to apply diverse		Formatted: Font: 11 pt, S
		values; however, fails to	understand, find	perspectives to deepen		Formatted Formatted

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		demonstrate any effort toin empathizeing with other experiences and viewpoints.	commonalities, and build bridges across cultures-or issues.	understanding of complex issues in the face of multiple and even conflicting positions. is able to evaluate or demonstrates preparedness to evaluate the similarities and differences across worldviews and experiences, with a strong recognition of the complexity of intercultural issues.
, Indicator	No/Limited Proficiency	Some Proficiency	Proficiency,	High Proficiency,
Demonstrate _x	Student demonstrates	Student recognizes	Student recognizes	Student demonstrates
C eultural sensitivity	<u>Demonstrates</u> little to	Recognizes some	Recognizes and is sensitive	Demonstrates flexibility,
	<u>or</u> no	commonalities and	to the differences between	adaptability, and a strong
	acknowledgement of	differences between their	their cultures and others	willingness to apply or consider
	cultural differences	cultures and others;	and is able to reflect on the	alternative and/or diverse cultural
	between their cultures	however, does not	complexity of those	perspectives, to think critically
	and others, or,	demonstrate reflection on	differences with open-	and solve problems related to
	demonstrates cultural	the complexity of those	mindedness.	culture (or "problems arising from
	insensitivity.	differences.		cultural misunderstanding"). and
				demonstrates ability to empathize
				with others.
<u>Ethical</u>	Demonstrates limited	Recognizes more simple	Recognizes simple and	Independently recognizes
<u>perspectives</u>	to no recognition of	and obvious ethical issues	complex ethical issues and	complex ethical issues and
	simple or complex	but fails to understand	demonstrates the ability to	demonstrates the ability to
	ethical issues.	complex ethical issues	compare different ethical	compare different ethical
		without structured support	perspectives with structured	perspectives, and identify
		of instructor or course	support of instructor or	assumptions and consequences
		assignment (e.g. when	course assignment.	in applying different ethical
				perspectives.

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		the ethical issue is made		
		explicit in the exercise).		
Teamwork and	Supports a	Supports a constructive	Supports a constructive	Supports a constructive team
collegiality (note,	constructive team	team climate by doing any	team climate by doing any	climate by doing all of the
ACCU has a	climate by doing any	two of the following:	three of the following:	following:
behavior check-list	one of the following:			
approach) ²	Trooto to o m	A	<u> </u>	
	• Treats team	Treats team members	• Treats team members	Treats team members
	members	respectfully by being	respectfully by being	respectfully by being polite
	respectfully by	polite and constructive	polite and constructive	and constructive in
	being polite and	in communication.	in communication.	communication.
	constructive in	 Uses positive vocal or 	 Uses positive vocal or 	 Uses positive vocal or written
	communication.	written tone, facial	written tone, facial	tone, facial expressions,
	Uses positive	expressions, and/or	expressions, and/or	and/or body language to
	vocal or written	body language to	body language to	convey a positive attitude
	tone, facial	convey a positive	convey a positive	about the team and its work.
	expressions,	attitude about the	attitude about the team	Motivates teammates by
	and/or body	team and its work.	and its work.	expressing confidence about
	language to	Motivates teammates	Motivates teammates by	the importance of the task
	convey a positive	by expressing	expressing confidence	and the team's ability to
	attitude about the	confidence about the	about the importance of	accomplish it.
	team and its work.	importance of the task	the task and the team's	Provides assistance and/or
	 Motivates 	and the team's ability	ability to accomplish it.	encouragement to team
	teammates by	to accomplish it.	Provides assistance	members.
	expressing	Provides assistance	and/or encouragement	
	confidence about	and/or encouragement	to team members.	Students takes a leadership role
	the importance of	to team members.		in the group, incorporates other
	the task and the		Student prepares for an	viewpoints, acknowledges the
	team's ability to	Demonstrates some	assigned task, handles	work and participation of all group
	accomplish it.	positive group behavior,	additional work outside of	members relevant to the end

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² AACU Value Rubric: Teamwork

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	Provides assistance and/or encouragement to team members. Demonstrates limited or no understanding of the value of collegiality and competence in team dynamics, or, actively demonstrates unamiability.	works cooperatively cooperation and collegiality in working with others, (e.g., actively listens and provides constructive feedback, and may contribute to the end productgoal, etc).	the group, and adapts to the needs of the group. Student supports a positive team environment by demonstrating respectful, polite, and constructive communication with other team members and assists and encourages teammates.	productgoal, motivates teammates by expressing confident in team's ability to accomplish goal. and encourages and acknowledges the work and participation of all group members.
Indicator	No/Limited Proficiency	Some Proficiency,	Proficiency,	High Proficiency
Demonstrate	Limited or no	Minimal commitment	Adequate commitment	Full commitment student
Ccommitment to	commitment—student	student is Demonstrates	student demonstrates	demonstrates Demonstrates
active citizenship	Demonstrates little	awareness of issues; may	Demonstrates awareness of	deep awareness of civic issues;
via civic	toer no may be aware	make conscious choices	civic issues; and may	and as well as takesing action
engagement (how	awareness of issues	and change own daily	taketakes action or	and er encouragesing others to
to evaluate?)	but and does not get	habits, but civic	demonstrates preparedness	take action; collaborates with
	actively involved in	contributions are minimal	to take action, and/or,	others and/or, adopts a
	civic affairs.	to non-existent. make	encourages others to take	leadership role in enacting
		minimal civic contributions,	action to enact change.	change.

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Indicator	No/Limited Proficiency	Some Proficiency	Proficiency,	High Proficiency,
Recognizing and	Student demonstrates	Student recognizes	Student rRecognizes more	Student iIndependently
applying ethical	Demonstrates little to	Recognizes more simple	simple and complex ethical	recognizes complex ethical
perspectives	nolimited or no	and obvious ethical issues	issues and demonstrates	issues and demonstrates the
	recognition of simple	but fails to understand	the ability to compare	ability to compare different ethical
	or complex ethical	complex ethical issues	different ethical	perspectives, and identify
	issues.	without structured support	perspectives with structured	assumptions and consequences
		of instructor or course	support of instructor or	in applying different ethical
		assignment (e.g. when	course assignment	perspectives.
		the ethical issue is made	_	
		explicit in the exercise)		

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Α.

CRITICAL THINKING: STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.

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Critical thinking includes the ability to:

- support claims with relevant and credible evidence.
- respond to bias; be fair-minded. develop awareness of and ability to respond to bias.
- apply accurate and logical analysis to achieve desired outcome.

CRITICAL THINKING (ORIGINAL RUBRIC: 2011)

<u>Directions:</u> Check the boxes that correspond to the frequency that a student has demonstrated the behavior in the work being assessed. Check "NA" if the particular type of critical thinking is not applicable to the work.

		Rar	Someti	Usual	Consiste
		ely	mes	ly	ntly
Supports	Includes evidence that is appropriate and				
claims with	relevant.				
evidence	Accurately interprets evidence such as quotes, graphics, statistics, etc.				
	Meets standards of evidence such as timeliness, accuracy, relevance and sufficiency.				
	Correctly uses and references multiple credible sources to ensure the accuracy of premises.				
A	Provides unbiased selection, interpretation, and				
	presentation of evidence.				

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Responsiven	Avoids unexamined use of emotionally loaded				
ess	language or images.				
to bias;	Discriminates between facts versus				
Fair-	values/opinions.				
mindedness	Justifies assumptions based on ideology (political, religious, or personal), peer pressure,				
	or self interest.				
	Presents fair/charitable consideration of rival				
	theories or opposing views.				
	Is open-minded regarding alternative				
	conclusions; avoids dogmatism.				
A	Does all or almost all of the following when	Rar	Someti	Usual	Consiste
	appropriate	ely	mes	ly	ntly
Accurate and logical	Infers conclusions that are well-supported by the premises.				
analysis	Develops arguments that are deductively valid or				
	inductively strong; uses appropriate deductive				
	and inductive criteria in composing or analyzing arguments.				
	Demonstrates an understanding of theory and application.				
	Considers multiple methods in solutions.				
	Makes logical connections between and among ideas.				
	Appropriately chooses and correctly uses				
	formulas or formal techniques, (such as in				

algebra, logic, probability theory, chemistry, physics, statistics, etc.)		
Examines both internal and external inconsistencies. Checks solutions for reasonableness.		
Understands how to form and test hypotheses.		

SKYLINE COLLEGE CRITICAL THINKING ISLO RUBRIC (RECOMMENDED REVISION)

Directions:

Check the boxes that correspond to the level of proficiency that a student has demonstrated the critical thinking behavior in the work being assessed.

The critical thinking below do not constitute an exhaustive list of possibilities, and instead, provides..... Check "NA" if the particular type of critical thinking is not applicable to student work.

<u>I</u> Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Claims supported: EEmploys. evidence that is appropriate and relevant.	Does not demonstrateDemonstrates little or no discernment in selecting information or evidence.	Demonstrates limited some discernment in selecting information or evidence.	Demonstrates discernment in selecting information or evidence that is appropriate and	Demonstrates sophisticated interpretation and Analyzes and synthesises synthesizes of information or evidence that is appropriate and
			relevant.	relevant.

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Claims	Demonstrates little or no	Demonstrates-a	Able to	Accurately and/or thoroughly «
supported:	Fails to demonstrate an	limited_some	interpretInterpretes a	interprets a range of
Accurately	understanding of how to	understanding of	range of evidence	evidence specific to the
interprets	interpret evidence -	evidence/demonstrate	specific to the	discipline with a high degree
evidence specific	specific to the discipline.	s an understanding of	discipline that is of	of accuracy
to the discipline	specific to the discipline			
(e.gsuch as		less complex	varying complexity	discernment.
quotes,		evidence of how to	With a moderate	
graphics graphs.		interpret evidence	degree of accuracy.	
stats, etc.)		specific to the		
		discipline.		
istics, etc.)				
	Fails to Demonstrates little	Very Demonstrates	Able to cConsiders	Able to consider Considers
	or no consider	some limited	opposing theories or	rival theories utilizing
Claims supported:	consideration of any	consideration of some	views with some	appropriate and relevant
Considers rival	alternate views,	alternate views,	consideration	evidence with a thorough
theories or	information, theories or	information, theories	tediscernment of their	discernment of n advanced
opposing views.	conclusions ₋	or conclusions,	strengths and	consideration of their
oppooning violici		_	weaknesses _of	strengths and weaknesses
			evidence.	of different evidence.
	E-il- (-D	Distinguished	Distinguished by the second	Danie and the track
	Fails to Does not	Distinguishes	Distinguishes between	Demonstrates thorough
Ability to respond	distinguish or	<u>Demonstrates some</u>	credible and non-	analysis of all viewpoints and
to bias: Considers	demonstrates little	discernment between	credible sources <u>and</u>	their respective
the credibility of	discernment -between	credible and non-	distinguishes between	eredibilitiescredibility,
evidence used	credible and non-credible	credible sources	facts and opinions,	distinguishes between facts
and	sources	however does not	with limited some	and opinions, and thoroughly
distinguishes		analyze expert/status	analysis of	questions expert/status quo
between facts and		quo viewpoints	expert/status quo	viewpoints or approaches.
opinions			viewpoints or	
			approaches	
Logical analysis:	Completely fails to	Acknowledges the role	Acknowledges the role	Acknowledges the role of
Exhibits	consider Does not consider	of methodology in the	of methodology in the	methodology the approach
methodological	or gives limited	approaches taken in	approachapproaches	takenin the approaches
awareness		111 222 221		

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	consideration to the role of	forming arguments	taken in forming	taken in forming arguments	
	methodology in the	and/or in conclusions	arguments and/or in	and/or conclusions reached,	
	approach approaches	reached.	conclusions reached,	weighs different	
	taken in forming		making a case for the	methodological approaches	
	arguments and/or- in		approach taken	in forming arguments and/or	
	conclusions reached.			in-conclusions reached, and	
				evaluates alternative	
				approaches not taken.	
	Fails to Does not	Demonstrates some	Demonstrates a logical	Demonstrates a clear and	 Formatted: Font: 11 pt
	demonstrate or	connection between	connection between	strong logical connection	
	demonstrates limited any	premises <u>or</u> evidence	premises <u>or</u> /evidence	between premises/evidence	
Reaches	logical connection between	and conclusions	and conclusions	and conclusions reached.	 Formatted: Font: 11 pt
conclusions that	premises <u>or</u> /evidence and	reached; however	reached; however		Formatted: Font: 11 pt, Bold
are well-	conclusions reached_	displays major logical	displays some minor		
supported by the		shortcomings in	shortcomings in		Formatted: Font: 11 pt
premises <u>or</u> evidence .		connecting evidence	connecting evidence or		
evidence .		or premises to	[∤] premises to		
		conclusion.conclusion	conclusion.conclusions		
		s reached.	reached.		 Formatted: Font: 11 pt
	Fails to choose Does not	Applies formulas or	Applies formulas or	Appropriately chooses and	Formatted: Font: 11 pt
Appropriately	select and apply, or -	techniques unique to	techniques unique to	correctly applies formulas or	Formatted: Font: 11 pt
chooses and	demonstrates limited	the discipline but	the discipline but	techniques unique to the	Formatted: Font: 11 pt, Bold
correctly applies	ability, in or selecting and	contains <u>with</u>	contains significant	discipline while recognizing	Tornattea Forta II pt, Bota
formulas or	appropriately applying	significant major	some minor	and avoiding using flawed	
techniques unique to the	formulas or techniques	shortcomings or	shortcomings or flawed	reasoning. (e.g. logical	 Formatted: Font: 11 pt
discipline (such	unique to the discipline	flawed reasoning in	reasoning in	fallacies, emotionally loaded	 Formatted: Font: 11 pt
as in algebra,		application (e.g.,	application (e.g., invalid	language or images, etc.).	(Community of the property of
logic, probability		flawed	assumptions, circular		
theory, chemistry,		reasoning invalid	logic, omissions or		
physics,		assumptions, circular	other gaps in		
statistics, etc.)		logic, and errors,	understanding)errors,		 Formatted: Font: 11 pt
		omissions or other			

		gaps in understanding)	omissions or gaps in understanding.	
	Fails to Does not	Demonstrates an	Demonstrates an	Demonstrates a strong
	demonstrate or	understanding of how	understanding of how	understanding of how to
	demonstrates a limited a	to forms and test	to form and test	form and test hypotheses,
Understands how	basic understanding of	hypotheses, but	hypotheses, with some	clearly and without errors.
to form and test hypotheses:	how to form and test hypotheses.	contains significant major errors, omissions or gaps in understanding.	minor errors, omissions or gaps in understanding.	·

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EFFECTIVE COMMUNICATION: STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.

Effective communication includes the ability to:

- comprehend, analyze, and respond appropriately to oral, written, and other sensory information. analyze and comprehend oral, written, and other sensory information.
- effectively express ideas through speaking and writing. effectively construct and deliver a message to express ideas through speaking or writing.
- provide appropriate responses to establish shared meaning.
- demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas. demonstrate appropriate social skills in group settings, being receptive to alternative ideas and feelings, (moved from Citizenship ISLO and revised; review the rubric to determine what should be moved)

EFFECTIVE COMMUNICATION (ORIGINAL RUBRIC: 2011)				
	Needs Work	Adequate	Good	Excellent
Assignment Fulfillment	Completed assignment is off topic and/or fails to fulfill the directives.	Completed assignment is on topic but fails to fulfill some of the directives.	Completed assignment is on topic and fulfills most of the directives.	Completed assignment is on topic and fulfills all directives.
Comprehension	Student does not relate the message to his or her own framework/ existing knowledge, summarizes inaccurately, or fails to mention the message.	Student integrates the message into his or her own frame of reference/existing knowledge. Student's knowledge of the subject is generally accurate, though flawed or in the words of the original source.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge. Student's knowledge of the subject is accurate throughout except with minor details, and is in his or her own words.	Student develops a framework for organizing the message and relating it to his or her own frame of reference/ existing knowledge or broader context/ larger world perspective. Student's knowledge of the subject is accurate throughout, and is in his or her own words.

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Analysis and Audience	Student generally lacks	Student makes some	Explanations and uses	Explanations and
	an awareness of the	attempt to provide	of evidence,	sophisticated/ original
	reader, for the	evidence, illustrations,	illustrations, or other	uses of evidence,
	discussion lacks	or other definitive	definitive details	illustrations, or other
	evidence, illustrations,	details to convince the	generally convince the	definitive details
	other definitive details	audience, but some	audience. Analysis	effectively convince the
	and/or reasonable	information is either	reflects good	audience. Analysis
	follow-up explanations.	extraneous or	observational skills.	reflects highly
	Analysis shows	insufficient. Analysis		developed
	undeveloped	shows reasonable		observational skills.
	observational skills.	observational skills.		
Organization and	Opening comments are	Opening comments	Opening comments	Opening comments
Audience	inappropriate, or are	attempt to reveal the	attempt to reveal the	attempt to reveal the
	unlikely to engage the	purpose and major	purpose and major	purpose and major
	audience; provides little	points and engage the	points and engage the	points and engage the
	or no focus or order to	audience, but the	audience; focuses and	audience; focuses and
	the material; closes	approach seems	orders the materials to	orders the material to
	abruptly, either with no	somewhat artificial,	convey a generally	convey a unified point
	apparent concluding	weak, or unimaginative;	unified point or effect,	or effect, and provides
	statement or with	provides some focus or	and provides movement	clear and consistent
	inappropriate remarks.	order to the material,	within and between	movement within and
		but the structure is	major points and from	between major points
		somewhat unclear or	beginning to end;	and from beginning to
		awkward; concluding	concluding comments	end; concluding
		comments relate to the	are appropriate and	comments are strong
		purpose and major	relate to the purpose	both in reemphasizing
		points, but they either	and major points, but	the purpose and major
		bring in extraneous	they are not very strong	points and in leaving the
		information or are	or emphatic.	audience with an
		unnecessarily		appropriate closing
		redundant.		statement.

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SKYLINE COLLEGE EFFECTIVE COMMUNICATION ISLO RUBRIC (RECOMMENDED REVISION)

Indicator,	No/Limited ProficiencyNevice	Some ProficiencyBasic	Proficiency Proficient	High ProficiencyAdvanced
Message Delivery	Student does not adapt the message to the situation or audience. Vocabulary is too informal or complex to communicate the intended meaning. May alienate the receiver.	Student is minimally able to communicate the intended meaning. Some vocabulary choices are appropriate to the situation and audience. Recognizes some communication barriers.	Student communicates the intended meaning most of the time. Uses vocabulary that fits the topic, audience and situation. Anticipates most communication barriers.	Student fully communicates the intended meaning. Uses vocabulary that fits the topic, audience and situation. Anticipates and overcomes communication barriers.

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Information Analysis	Student does not relate	Student makes some	Student develops a	Student selects the most	
and Comprehension	the message to existing	attempt to provide	logical structure to	impactful logic from an	
A	knowledge, summarizes	evidence, illustrations, or	organize the message.	array of choices,	
	Inaccurately. Attempted	other definitive details	_	indicating a more	
	analysis shows underdeveloped observational skills: lacks evidence, illustration and/or details.	to convince the audience, but some information is either extraneous or insufficient. Analysis shows reasonable observational skills,	Accurate use of evidence, illustration, and detail reflects comprehension of the topic and receivers. Analysis reflects careful	of structure. Accurate use of evidence, illustration, and detail reflects	
	AA	ODSEIVALIONAL SKIIIS.	observation.	excellent comprehension of the receiver's point of view and the intended message.	
Listening and	Comments are	Comments	Comments usually	Comments reveal the	
Responding	inappropriate, or are	attempt to reveal the	reveal the purpose and	purpose and major	
-	unlikely to engage the audience positively; contributes little or no focus or order to the discussion. Concludes abruptly, with no apparent appreciation of other's point of view or	purpose and major points and engage the audience, but seems somewhat artificial, weak, or unimaginative; provides some focus or order to the material, but the structure is somewhat unclear or	major points and engage the audience; attention to the conversation is consistently maintained; concluding comments are appropriate and relate to the purpose and major points, but they lack focus and	points and engage the audience; attention to the conversation is consistently maintained. Contributions provide unique insight for all participants. Concluding comments are appropriate and relate to	
	with inappropriate	awkward; concluding	commitment.	the purpose and major	
	remarks.	comments somewhat relate to the purpose and major points.		points, with focus and commitment,	

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Social Interaction	Student shows low	Student is building	Student frequently	Student demonstrates
	competence:rarely	competence; sometimes	displays competence,	exemplary integration
	displays cooperation or	displays cooperation or	empathy and self-control	of social skills; almost
	friendliness; appears	friendliness; occasionally	by noticing actions that	always displays
	reluctant to help; d-	helpful without	benefit the group and	helpfulness, empathy,
	Delivers and receives	prompting;mMay	providing positive	cooperation, and self
	criticism with sarcasm; e-	deliver criticism	feedback; d-Delivers	-control; accepts and
	Exhibits low self-control,	constructively when	criticism constructively;	delivers criticism with
	such as interrupting,	prompted; may show	often shows respect by	compassion and
	laughing to distract, or	respect by attending to	attending to the ideas	confidence.
	making side remarks.	the ideas and feelings of	and feelings of others.	
		others.		Identifies group goals
	Undermines group		Often contributes to	and promotes progress
	progress.	Usually promotes group	group progress.	by supporting all
		progress.		members.

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INFORMATION LITERACY: STUDENTS WILL BE ABLE TO DEMONSTRATE SKILLS CENTRAL TO INFORMATION LITERACY.

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Information literacy includes the ability to:

- effectively locate and access information in numerous formats using a variety of appropriate search tools.
- evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.
- use information ethically and legally.

INFORMATION LITERACY (ORIGINAL RUBRIC)					
Primary	Not Attempted	Novice	Proficient	Advanced	Score
Characteristic	-0-	-1-	-2-	-3-	
Topic choice / focus (SLO 1)	No response to topic prompt.	Topic is everly vague, too broad, or too narrow in scope.	Topic has a discernable focus but lacks precision and needs to be better articulated.	Very clear focus on a topic that is appropriately precise and well articulated.	

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Information source	No information	Inappropriate	A diversity of	A variety of high
relevance, quality, and	source(s)	and/or irrelevant	higher quality	quality relevant
credibility	chosen.	source(s) chosen.	sources is more	sources and
(SLO-4)	Student is	Source(s) do not	prominent,	viewpoints are
	unaware of and	relate to the	although some	used exclusively.
	does not apply	research topic	sources chosen	Sources selected
	criteria used to	and/or are of	are only broadly or	indicate the
	judge	dubious quality and	tangentially related	student has
	information	credibility.	to research topic	thoroughly
	quality.		or are otherwise of	evaluated all
			moderate quality.	sources according
			Student shows	to established
			some ability to	criteria, including
			evaluate sources	looking for
			using criteria such	background
			as authorship,	information about
			relevance.	authors,
			purpose, currency,	organizations,
			accuracy.	publications, and
			scholarship, bias,	reading reviews of
			intended audience.	published works.
			writing style, and	Student is fully
			documentation.	able to make
			accumentation	reasoned
				iudaments about
				which sources to
				use and which to
				discard.
Information source	Did not provide	Citations provided,	Complete citations	Complete and
documentation	citations for	but contained major	provided with only	accurate citations
	sources quoted,	errors. Student is	minor style errors.	provided with no
(SLO 5)	paraphrased, or	largely unaware of	Timio r otylo orroro.	style errors.
	summarized	3 7 7 7 7		otylo ondio.
	summarizea.	the nature, purpose,		
		and specifics of		
		citation style.		

TOTAL SCORE (MAX = 9):

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<u> </u>	TEME GOLLEGE, INI OK		, resided (1200 mile 145)	,
Indicator Pri mary Characteristi	No/Limited ProficiencyNot Attempted -0-	Some ProficiencyNovice -1-	ProficiencyProficient	High ProficiencyAdvanced -3-
*Topic choice / focus (SLO 1)	No response to topic prompt.	Topic is everly vague, too broad, or too narrow in scope.	Topic has a discernable focus but lacks precision and needs to be better articulated.	Very clear focus on a topic that is appropriately precise and well articulated.
Information source relevance, quality, and credibility (SLO 4)	No information source(s) chosen. Student is unaware of and does not apply criteria used to judge information quality.	Inappropriate and/or irrelevant source(s) chosen. Source(s) do not relate to the research topic and/or are of dubious quality and credibility.	A diversity of higher quality sources is more prominent, although some sources chosen are only broadly or tangentially related to research topic or are otherwise of moderate quality. Student shows some ability to evaluate sources using criteria such as authorship, relevance, purpose, currency, accuracy, scholarship, bias, intended audience, writing style, and documentation.	A variety of high quality relevant sources and viewpoints are used exclusively. Sources selected indicate the student has thoroughly evaluated all sources according to established criteria, including looking for background information about authors, organizations, publications, and reading reviews of published works. Student is fully able to make reasoned judgments about which sources to use and which to discard.

SKYLINE COLLEGE INFORMATION LITERACY ISLO RUBRIC (RECOMMENDED REVISION)

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Information	Did not provide citations	Citations provided, but	Complete citations	Complete and accurate
source	for sources quoted,	contained major errors.	provided with only minor	citations provided with
documentatio	paraphrased, or	Student is largely	style errors.	no style errors.
n	summarized.	unaware of the nature,		
(0.0 -)		purpose, and specifics of		
(SLO 5)		citation style.		
Access and	Students correctly use	Students correctly use two	Students correctly use	Students correctly use
Use	one of the following	of the following	three of the following	all of the following
Information	strategies:	strategies:	strategies:	strategies:
Ethically and				
LegallyUse of	 use of citations and 	 use of citations and 	 use of citations and 	 use of citations and
<u>Information</u>	references according to	references according to	references according to	references according
Ethically and	the discipline;	the discipline;	the discipline;	to the discipline;
Legally ³	 choice of paraphrasing, 	 choice of paraphrasing, 	 choice of paraphrasing, 	choice of
	summary, or quoting;	summary, or quoting;	summary, or quoting;	paraphrasing,
	 using information in 	 using information in 	 using information in 	summary, or quoting;
	ways that are true to	ways that are true to	ways that are true to	 using information in
	original context;	original context;	original context;	ways that are true to
	 distinguishing between 	 distinguishing between 	 distinguishing between 	original context;
	common knowledge and	common knowledge and	common knowledge and	 distinguishing between
	ideas requiring	ideas requiring	ideas requiring	common knowledge
	attribution.	attribution.	attribution.	and ideas requiring
				attribution.
	And demonstrate a full	And demonstrate a full	And demonstrate a full	
	understanding of the	understanding of the	understanding of the	And demonstrate a full
	ethical and legal	ethical and legal	ethical and legal	understanding of the
	restrictions on the use of	restrictions on the use of	restrictions on the use of	ethical and legal
	published, confidential,	published, confidential,	published, confidential,	restrictions on the use of
	and/or proprietary	and/or proprietary	and/or proprietary	published, confidential,
	information.	information.	information.	and/or proprietary
	Students use correctly all	Otrada a ta sana a a mara d		information.
	of the following	Students use correctly		
		three of the following		

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³ AACU Value Rubric: Information Literacy

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information use strategies (use of citations and references; choice of paraphrasing, summary, quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

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TOTAL SCORE (MAX = 9 12):

Students use correctly two of the following information use strategies (use of citations and references: choice of paraphrasing, summary, quoting; using information in ways that are true to original context: distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, quoting; using information in ways that are true to original context: distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential and/or proprietary information.

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LIFELONG WELLNESS: STUDENTS WILL BE ABLE TO DEMONSTRATE AN UNDERSTANDING OF LIFELONG
WELLNESS THROUGH PHYSICAL FITNESS AND PERSONAL DEVELOPMENT.

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Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness.
- take personal responsibility for identifying personal psycho-social needs, determining resources, and accessing appropriate services for academic success.
- (proposed addition) exhibit a growth mindset, such as seeing effort as a path to mastery, persisting in the face of setbacks, embracing challenges, and learning from constructive criticism.
- exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, and acknowledging and overcoming challenges, and learning from constructive feedback.
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought. (recommendation to move from the Citizenship ISLO and that part of the rubric)

SKYLINE COLLEGE LIFELONG WELLNESS ISLO RUBRIC (RECOMMENDED REVISION- DELETE CONSTRUCTIVE CRITICISM)					
Indicator,ISLO Descriptor	No/ Limited ProficiencyNeeds Work	Some ProficiencyAdequate	<u>Proficiency</u> Geed	High Proficiency Excellent	
Physical	Student scores under 70% on a	Student scores 70 to	Student scores 80 to	Student scores 90% or	
Education	division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	79% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	89% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	more on a division physical education test which demonstrates -his/her understanding of physical fitness and wellness topics.	
Personal	Student can't identify his/her	Student has a vague	Student is somewhat	Student can clearly	
	strengths or set goals to	awareness of his/her strengths as well as strategies on how to	aware of his/her strengths. Student needs guidance to	articulate strengths and set performance/ personal	

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Development:	overcome obstacles both	overcome obstacles	determine strategies to	goals with minimal
Self-	perceived and real.	and/or weaknesses.	maximize strengths and	guidance or no guidance.
awareness	·		overcome obstacles	
			and/or weaknesses.	
Personal	Student is unaware of campus/	Student is vaguely aware	Student is aware of	Student is able to identify
Development:	community resources and has	of a limited number of	various campus/	at least three campus/
Ability to	not attempted to find resources	campus/ community	community resources	community resources
Locate and	to address his/her needs.	resources, but has	and has explored and	relevant to his/her needs.
Access		difficulty locating and	utilized one or two of	Student consistently
Resources &		utilizing these resources.	them, but has done so	utilizes relevant campus
Services		Student relies on others	infrequently.	resources to improve
		for guidance.		academic, career, and/or
				personal goals.
Growth	Student believes that abilities	Student sees effort as a	Student sees effort as a	Student sees effort as a
Mindset Resilie	are innate.	path to mastery, but is	path to mastery, and	path to mastery, and
nce: Effort		inconsistent in regards to	usually implements	consistently implements
		implementing strategies	strategies to succeed.	strategies to succeed.
		to succeed.		
Resilience:	Student gives up easily.	Student sometimes	Student usually persists	Student consistently
Growth		persists in the face of	in the face of setbacks.	persists in the face of
Mindset:		setbacks.		setbacks.
Persistence				
Resilience:	Student rarely embraces	Student sometimes	Student usually	Student consistently
Growth	challenges and/or pursues	embraces challenges.	embraces challenges.	embraces challenges.
Mindset:	relatively easier tasks.			
Challenges				
Growth	Student rarely learns from	Student sometimes	Student usually learns	Student consistently learns
Mindset:	constructive criticism and/or	learns from constructive	from constructive	from constructive criticism
Constructive	failure.	criticism and/or sees	criticism and/or sees	and/or sees failure as a
Criticism		failure as a learning	failure as a learning	learning opportunity.
		opportunity.	opportunity.	

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Indicator	<u> </u>	□ Basic	- Proficient	- Advanced
Lifelong learning behaviors Demonstrate behaviors central to lifelong learning (moved from the Citizenship ISLO)	Student exhibits no ability to articulate and/or demonstrate strategy for, learning on her/ his own. Student may give up easily when frustrated, confine efforts to problems for which there is only one solution, seldom think about learning and how to improve it, and/or not explore "why" type of questions.	Student exhibits minimal ability to articulate and/or demonstrate strategies for, learning on her/ /his own. Student may be willing to try something new, try to make sense of what s/he is learning, and/or occasionally explore "why" type of questions.	Student is a self-directed learner who exhibits sufficient ability to articulate and/or demonstrate strategies for learning on her/ his/ own. May demonstrate "basic" skill level behaviors; in addition, may reflect on how to improve learning, seek out other opportunities to learn, and/or regularly explore "why" type of questions.	Student is a self-directed learner who exhibits experience in learning on her/ his own and can articulate and/or demonstrate well-structured strategies based on that experience. May demonstrate "proficient" skill level behaviors; in addition, may persist even when tasks are difficult, and/or can tolerate ambiguity.

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