Spring 2016: Revision of ISLO Rubrics:

Citizenship, Critical Thinking, Effective Communication, Information Literacy, Lifelong Wellness

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 an understanding of their individual role in an interconnected world about a range of global issues.
- demonstrate an understanding of how global, national and local organizations, ideas, and issues are interconnected (e.g., social, cultural, economic, political, and environmental).
- demonstrate scientific literacy concerning a range of global issues.
- demonstrate awareness and sensitivity about how their perspectives are shaped by their experiences and cultural values.
- articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.
- recognize and apply ethical perspectives.
- facilitate a positive, supportive group environment through demonstrated collegiality and leadership.
- demonstrate commitment to active citizenship.

SKYLINE COLLEGE CITIZENSHIP ISLO RUBRIC				
Indicator	**No/Limited Proficiency**	**Some Proficiency**	**Proficiency**	**High Proficiency**
Understanding of their individual role in an interconnected world	Demonstrates little to no understanding that their individual decision-making may impact local, national, and global conditions.	Demonstrates some understanding that their individual decision-making may impact local, national, and global conditions.	Demonstrates a thorough understanding of how their individual decision-making may impact local, national, and global conditions and of the various perspectives on possible actions that they or others may take to address problems with global implications.	Demonstrates a thorough understanding of how their individual decision-making may impact local, national, and global conditions and is able to advocate for informed, reasonable solutions in response to problems with global implications.
Understanding of the interconnectedness of global systems	Does not identify or demonstrates limited identification of how global and local organizations, ideas, and issues are interconnected.	Analyzes how global and local organizations, ideas, and issues are interconnected.	Analyzes how global and local organizations, ideas, and issues are interconnected, and demonstrates an awareness of the historical and contemporary contexts of the issue(s).	Analyzes how global and local organizations, ideas, and issues are interconnected and demonstrates an awareness of historical and contemporary contexts of the issue(s), to advocate for informed, appropriate action.
Use of the scientific method to address global issues	Student does not understand the scientific method for determining reasonable conclusions or solutions to address problems. Student fails to connect facts	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	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	Student is able to use the scientific method for determining reasonable conclusions or solutions to problems. Student actively participates in connecting and extending classroom knowledge to their participation in civic life, politics, and government.

	and theories from their study to their participation in civic life, politics, and government.	participation in civic life, politics, and government.	participation in civic life, politics, and government.	
Perspective shaping	Demonstrates little to no awareness of how theirs and others' world views are shaped by their own experiences and cultural values.	Demonstrates some understanding that their own and others' world views are shaped by their own experiences and cultural values; however, fails to demonstrate any effort to empathize with other experiences and viewpoints.	Demonstrates a solid understanding of how their own and others' world views are shaped by their own experiences and cultural values, and attempts to understand, find commonalities, and build bridges across cultures.	Demonstrates a solid understanding of how their own and others' world views are shaped by their own experiences and cultural values, and is able to apply diverse perspectives to deepen understanding of complex issues in the face of multiple and even conflicting positions.
Cultural sensitivity	Demonstrates little or no acknowledgement of cultural differences between their cultures and others, or, demonstrates cultural insensitivity.	Recognizes some commonalities and differences between their cultures and others; however, does not demonstrate reflection on the complexity of those differences.	Recognizes and is sensitive to the differences between their cultures and others and is able to reflect on the complexity of those differences with open-mindedness.	Demonstrates flexibility, adaptability, and a strong willingness to apply or consider alternative and/or diverse cultural perspectives, to think critically and solve problems related to culture (or "problems arising from cultural misunderstanding").
Ethical perspectives	Demonstrates limited to no recognition of simple or complex ethical issues.	Recognizes more simple and obvious ethical issues but fails to understand complex ethical issues without structured support of instructor or course assignment (e.g. when	Recognizes simple and complex ethical issues and demonstrates the ability to compare different ethical perspectives with structured support of instructor or course assignment.	Independently recognizes complex ethical issues and demonstrates the ability to compare different ethical perspectives, and identify assumptions and consequences

		the ethical issue is made explicit in the exercise).		in applying different ethical perspectives.
Teamwork and collegiality	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.

	encouragement to team members.			
Commitment to active citizenship via civic engagement	Demonstrates little to no awareness of issues and does not get actively involved in civic affairs.	Demonstrates awareness of issues; may make conscious choices and change own daily habits, but civic contributions are minimal to non-existent.	Demonstrates awareness of issues; takes action or demonstrates preparedness to take action, and/or, encourages others to take action to enact change.	Demonstrates deep awareness of issues; takes action and encourages others to take action; collaborates with others and/or adopts a leadership role in enacting change. .

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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.
- develop awareness of and ability to respond to bias.
- apply accurate and logical analysis to achieve desired outcome.

SKYLINE COLLEGE CRITICAL THINKING ISLO RUBRIC

Indicator	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Claims supported: Employs evidence that is appropriate and relevant.	Demonstrates little or no discernment in selecting information or evidence.	Demonstrates some discernment in selecting information or evidence.	Demonstrates discernment in selecting information or evidence that is appropriate and relevant.	Analyzes and synthesizes information or evidence that is appropriate and relevant.
Claims supported: Accurately interprets evidence specific to the discipline (e.g.quotes, graphs,stats, etc.)	Demonstrates little or no understanding of how to interpret evidence specific to the discipline.	Demonstrates some understanding of how to interpret evidence specific to the discipline.	Interprets a range of evidence specific to the discipline that is of varying complexity.	Accurately and/or thoroughly interprets a range of evidence specific to the discipline with a high level of discernment.
Claims supported: Considers rival theories or opposing views.	Demonstrates little or no consideration of any alternate views,	Demonstrates some consideration of alternate views,	Considers opposing theories or views with some discernment of	Considers rival theories utilizing appropriate and relevant evidence with a thorough discernment of

	information, theories or conclusions.	information, theories or conclusions.	their strengths and weaknesses.	their strengths and weaknesses.
Ability to respond to bias: Considers the credibility of evidence used	Does not distinguish or demonstrates little discernment between credible and non-credible sources.	Demonstrates some discernment between credible and non-credible sources.	Distinguishes between credible and non-credible sources and distinguishes between facts and opinions, with some analysis of expert/status quo viewpoints or approaches.	Demonstrates thorough analysis of all viewpoints and their respective credibility, distinguishes between facts and opinions, and thoroughly questions expert/status quo viewpoints or approaches.
Logical analysis: Exhibits methodological awareness	Does not consider or gives limited consideration to the role of methodology in approaches taken in forming arguments and/or in conclusions reached.	Acknowledges the role of methodology in approaches taken in forming arguments and/or in conclusions reached.	Acknowledges the role of methodology taken in forming arguments and/or in conclusions, making a case for the approach taken.	Acknowledges the role of methodology taken in forming arguments and/or conclusions, weighs different methodological approaches in forming arguments and/or conclusions, and evaluates alternative approaches not taken.
Reaches conclusions that are well-supported by the premises or evidence	Does not demonstrate or demonstrates limited logical connection between premises or evidence and conclusions reached.	Demonstrates some connection between premises or evidence and conclusions reached; however displays major logical shortcomings in connecting evidence or premises to conclusions reached.	Demonstrates a logical connection between premises or evidence and conclusions reached; however displays some minor shortcomings in connecting evidence or premises to conclusions reached.	Demonstrates a clear and strong logical connection between premises/evidence and conclusions reached.

Appropriately chooses and correctly applies formulas or techniques unique to the discipline (such as in algebra, logic, probability theory, chemistry, physics, statistics, etc.)	Does not select and apply, or demonstrates limited ability, in selecting and appropriately applying formulas or techniques unique to the discipline.	Applies formulas or techniques unique to the discipline but with major shortcomings or flawed reasoning in application (e.g., invalid assumptions, circular logic, omissions or other gaps in understanding).	Applies formulas or techniques unique to the discipline but contains some minor shortcomings or flawed reasoning in application (e.g., invalid assumptions, circular logic, omissions or other gaps in understanding).	Appropriately chooses and correctly applies formulas or techniques unique to the discipline while recognizing and avoiding using flawed reasoning.
Understands how to form and test hypotheses	Does not demonstrate or demonstrates a limited understanding of how to form and test hypotheses.	Demonstrates an understanding of how to forms and test hypotheses, but contains major errors, omissions or gaps in understanding.	Demonstrates an understanding of how to form and test hypotheses, with some minor errors, omissions or gaps in understanding.	Demonstrates a strong understanding of how to form and test hypotheses, clearly and without errors.

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

Effective communication includes the ability to:
- analyze and comprehend oral, written, and other sensory information.
- 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, being receptive to alternative ideas and feelings

SKYLINE COLLEGE EFFECTIVE COMMUNICATION ISLO RUBRIC				
Indicator	**No/Limited Proficiency**	**Some Proficiency**	**Proficiency**	**High Proficiency**
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.

Information Analysis and Comprehension	Student does not relate the message to existing knowledge, summarizes Inaccurately. Attempted analysis shows underdeveloped observational skills: lacks evidence, illustration and/or details.	Student makes some attempt to provide evidence, illustrations, or other definitive details to convince the audience, but some information is either extraneous or insufficient. Analysis shows reasonable observational skills.	Student develops a logical structure to organize the message. Accurate use of evidence, illustration, and detail reflects comprehension of the topic and receivers. Analysis reflects careful observation.	Student selects the most impactful logic from an array of choices, indicating a more complete understanding of structure. Accurate use of evidence, illustration, and detail reflects excellent comprehension of the receiver's point of view and the intended message.
Listening and Responding	Comments are inappropriate, or are 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 with inappropriate remarks.	Comments attempt to reveal the 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 awkward; concluding comments somewhat relate to the purpose and major points.	Comments usually reveal the purpose and 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 commitment.	Comments reveal the purpose and major 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 the purpose and major points, with focus and commitment.

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

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

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.

SKYLINE COLLEGE INFORMATION LITERACY ISLO RUBRIC				
Indicator	**No/Limited Proficiency**	**Some Proficiency**	**Proficiency**	**High Proficiency**
Information source relevance, quality, and credibility	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.

Use of Information Ethically and Legally	Students correctly use one of the following strategies: • use of citations and references according to the discipline; • choice of paraphrasing, summary, or 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.	Students correctly use two of the following strategies: • use of citations and references according to the discipline; • choice of paraphrasing, summary, or 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.	Students correctly use three of the following strategies: • use of citations and references according to the discipline; • choice of paraphrasing, summary, or 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.	Students correctly use all of the following strategies: • use of citations and references according to the discipline; • choice of paraphrasing, summary, or 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.

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

Lifelong wellness includes the ability to:

- demonstrate an understanding of physical fitness and its role in lifelong wellness;
- take responsibility for identifying personal needs, determining resources, and accessing appropriate services for academic success;
- exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, and acknowledging and overcoming challenges;
- develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.

SKYLINE COLLEGE LIFELONG WELLNESS ISLO RUBRIC				
Indicator	**No/ Limited Proficiency**	**Some Proficiency**	**Proficiency**	**High Proficiency**
Physical Education	Student scores under 70% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	Student scores 70 to 79% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	Student scores 80 to 89% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	Student scores 90% or more on a division physical education test which demonstrates ‑his/her understanding of physical fitness and wellness topics.
Personal Development:	Student can't identify his/her strengths or set goals to	Student has a vague awareness of his/her	Student is somewhat aware of his/her	Student can clearly articulate strengths and set

Self-awareness	overcome obstacles both perceived and real.	strengths as well as strategies on how to overcome obstacles and/or weaknesses.	strengths. Student needs guidance to determine strategies to maximize strengths and overcome obstacles and/or weaknesses.	performance/ personal goals with minimal guidance or no guidance.
Personal Development: Ability to Locate and Access Resources & Services	Student is unaware of campus/ community resources and has not attempted to find resources to address his/her needs.	Student is vaguely aware of a limited number of campus/ community resources, but has difficulty locating and utilizing these resources. Student relies on others for guidance.	Student is aware of various campus/ community resources and has explored and utilized one or two of them, but has done so infrequently.	Student is able to identify at least three campus/ community resources relevant to his/her needs. Student consistently utilizes relevant campus resources to improve academic, career, and/or personal goals.
Resilience: Effort	Student believes that abilities are innate.	Student sees effort as a path to mastery, but is inconsistent in regards to implementing strategies to succeed.	Student sees effort as a path to mastery, and usually implements strategies to succeed.	Student sees effort as a path to mastery, and consistently implements strategies to succeed.
Resilience: Persistence	Student gives up easily.	Student sometimes persists in the face of setbacks.	Student usually persists in the face of setbacks.	Student consistently persists in the face of setbacks.
Resilience: Challenges	Student rarely embraces challenges and/or pursues relatively easier tasks.	Student sometimes embraces challenges.	Student usually embraces challenges.	Student consistently embraces challenges.
Lifelong learning behaviors	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	Student exhibits minimal ability to articulate and/or demonstrate strategies for, learning on her/ /his own. Student may be willing to try something	Student is a self-directed learner who exhibits sufficient ability to articulate and/or demonstrate strategies for learning on her/ his/	Student is a self-directed learner who exhibits experience in learning on her/ his own and can articulate and/or demonstrate well-

	there is only one solution, seldom think about learning and how to improve it, and/or not explore "why" type of questions.	new, try to make sense of what s/he is learning, and/or occasionally explore "why" type of questions.	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.	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.