

## LOUIS based on AAC&U VALUE

### Introduction

LOUIS is a tool to strengthen the general academic and personal learning outcomes in subject-oriented courses and programmes in university education.

It bridges the gap between the broad and generic descriptions of general competences in Qualification Frameworks and national or institutional policy documents on the one hand and on the other hand observed and desired students' performance, demonstrating growth in such general competences.

LOUIS achieves this a) by deconstructing broad competences into more specific sub-competences or dimensions and b) by articulating distinct levels of mastery – with decreasing weaknesses and increasing complexity and sophistication in doing so.

LOUIS is based on AAC&U-VALUE: the approach for valid assessment of learning in undergraduate education developed by the American Association of Colleges & Universities.

LOUIS consists of 16 distinct general academic and/or personal competences.

Users who are interested to use LOUIS to strengthen general learning outcomes in their teaching, are advised against selecting all 16 competences. Each competence consists of 5 or 6 dimensions, bringing the total to 81.

Users are rather advised to select only those competence dimensions (2 or 3), that resonate most with them because:

- They feel that these competence dimensions are already part of the teaching & learning process in their course, albeit rather implicitly, or
- They feel that these competence dimensions are really important, and they feel committed to take them on board in their course.

Once teachers have successfully incorporated their first choice LOUIS elements, they could decide later to add more.

### 16 LOUIS Competences



### How does it work?

Click on one of the 16 competences to jump to the page that offers, in addition to a description of the broad competences, a deconstruction into 5 or 6 dimensions of that competence, each requiring different skills to be demonstrated.

Most users find that these deconstructed dimensions are already much closer to the classroom reality.

For each deconstructed dimension of a competence, LOUIS holds four distinct performance descriptors, offering language to assess and explain students' progress in that part of the competence as well as remaining weaknesses and areas for further improvement. They help to offer students a trajectory of decreasing incompetence and increasing sophistication and complexity in the application of that particular skill.

Click on a dimension to jump to the four descriptors expressing progressive performance.

**Note:** *"The Aurora Competence Framework experts bear sole responsibility for this material. The European Commission and the Agency do not accept any responsibility for use that may be made of the information it contains."*

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## Civic engagement is


**"Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes".**

## Civic engagement dimensions:


- [Diversity of communities and cultures](#)
- [Analysis of knowledge](#)
- [Civic identity and commitment](#)
- [Civic communication](#)
- [Civic action and reflection](#)
- [Civic contexts and structure](#)

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## Civic engagement: Diversity of communities and cultures



Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.



Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.




Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.


Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.

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## Civic engagement: Analysis of knowledge



Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.



Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.




Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.


Begins to identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.

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## Civic engagement: Civic identity and commitment



Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her- or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.



Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her- or himself as it relates to a growing sense of civic identity and commitment.




Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.


Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.

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## Civic engagement: Civic communication



Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.



Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.



Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.

Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.

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## Civic engagement: Civic action and reflection

Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.

Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.

Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.



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## Civic engagement: Civic contexts and structures

Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.

Demonstrates experience identifying intentional ways to participate in civic contexts and structures.

Experiments with civic contexts and structures, tries out a few to see what fits.

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**Creative Thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.**

**Creative thinking dimensions:**

- [Acquiring competencies](#)
- [Taking risks](#)
- [Solving problems](#)
- [Embracing contradictions](#)
- [Innovative thinking](#)
- [Connecting, synthesising, transforming](#)

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## Creative thinking: Acquiring competences

The student reflects:

Evaluates creative process and product using domain-appropriate criteria.

The student creates:

Creates an entirely new object, solution or idea that is appropriate to the domain.

The student adapts: Successfully adapts an appropriate exemplar to his/ her own specifications.

The student models:

Successfully reproduces an appropriate example.

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## Creative thinking: Taking risks

Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.

Incorporates new directions or approaches to the assignment in the final product.

Considers new directions or approaches without going beyond the guidelines of the assignment.

Stays strictly within the guidelines of the assignment.

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## Creative thinking: Solving problems

Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.

Having selected from among alternatives, develops a logical, consistent plan to solve the problem.

Considers and rejects less acceptable approaches to solving problem.

Only a single approach is considered and is used to solve the problem.

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## Creative thinking: Embracing contradictions

Integrates alternate, divergent, or contradictory perspectives or ideas fully.

Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.

Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.

Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.

## Creative thinking: Innovative thinking

Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.

Creates a novel or unique idea, question, format, or product.

Experiments with creating a novel or unique idea, question, format, or product.

Reformulates a collection of available ideas.

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## Creative thinking: Connecting, synthesizing, transforming

Transforms ideas or solutions into entirely new forms.



Synthesizes ideas or solutions into a coherent whole.



Connects ideas or solutions in novel ways.



Recognizes existing connections among ideas or solutions.



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**Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.**

**Critical thinking dimensions:**

- [Explanation of issues](#)
- [Evidence](#)
- [Influence of context and assumptions](#)
- [Student's position \(perspective, thesis  \$\leftrightarrow\$  hypothesis\)](#)
- [Conclusions and related outcomes \(implications and consequences\)](#)

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## Critical thinking: Explanation of Issues

Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.

Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.


Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.

Issue/ problem to be considered critically is stated without clarification or description.


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## Critical thinking: Evidence



Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.



Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.



Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.

Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.

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## Critical thinking: Influence of context & assumptions

Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.

Identifies own and others' assumptions and several relevant contexts when presenting a position.

Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).

Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.

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## Critical thinking: Student's position (perspective, thesis ⇔ hypothesis)

Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis)

Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).

Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.

Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.

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## Critical thinking: Conclusions and related outcomes (implications and consequences)

Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.

Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.

Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

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**Ethical reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.**

**Ethical reasoning dimensions:**

- [Ethical self-awareness](#)
- [Understanding different ethical perspectives/concepts](#)
- [Ethical issue recognition](#)
- [Application of ethical perspectives/concepts](#)
- [Evaluation of different ethical perspectives/concepts](#)

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## Ethical reasoning: Ethical self-awareness

Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.

Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs.

Student states both core beliefs and the origins of the core beliefs.

Student states either their core beliefs or articulates the origins of the core beliefs but not both.



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## Ethical reasoning: Understanding different ethical perspectives/concepts

Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.

Student can name the major theory or theories she/ he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.

Student can name the major theory she/ he uses and is only able to present the gist of the named theory.

Student only names the major theory she/ he uses.

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## Ethical reasoning: Ethical issue recognition

Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.

Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.

Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.

Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.

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## Ethical reasoning: Application of ethical perspectives/concepts

Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.

Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.

Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.

Student can apply ethical perspectives / concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example).

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## Ethical reasoning: Evaluation of different ethical perspectives/concepts

States a position and can state objections, assumptions and implications and can reasonably defend against objections, assumptions and implications of different ethical perspectives/ concepts. The student's defense is adequate and effective

States a position and can state objections, assumptions and implications, and respond to the objections, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.

States a position and can state objections, assumptions and implications of different ethical perspectives/ concepts but doesn't respond to them. Objections, assumptions, implications don't affect student's position.

States a position but can't state objections and assumptions and limitations of the different perspectives/ concepts.

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**Global learning is a critical analysis of and an engagement with complex, interdependent (natural, physical, social, cultural, economic, and political) global systems and legacies.**

**Through global learning, students should:**

- 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences;**
- 2) seek to understand how their actions affect both local and global communities; and**
- 3) address the world's most pressing and enduring issues collaboratively and equitably.**

**Global learning dimensions:**

- [Global self-awareness](#)
- [Perspective taking](#)
- [Cultural diversity](#)
- [Personal and social responsibility](#)
- [Understanding global systems](#)
- [Applying knowledge to contemporary global contexts](#)

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## Global learning: Global self-awareness

Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.


Evaluates the global impact of one's own and others' specific local actions on the natural and human world.

Analyzes ways that human actions influence the natural and human world.


Identifies some connections between an individual's personal decision-making and certain local and global issues.

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## Global learning: Perspective taking



Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical).



Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.




Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.


Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).

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## Global learning: Cultural diversity



Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.



Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.



Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.

Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.



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## Global learning: Personal and social responsibility

Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.

Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.


Explains the ethical, social, and environmental consequences of local and national decisions on global systems.

Identifies basic ethical dimensions of some local or national decisions that have global impact.


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## Global learning: Understanding global systems



Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.



Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.



Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.

Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.

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## Global learning: Applying knowledge to contemporary global systems

Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.

Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).

Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).

Defines global challenges in basic ways, including a limited number of perspectives and solutions.

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**Information literacy is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.**


**Information literacy dimensions:**

- [Determine the extent of information needed](#)
- [Access the needed information](#)
- [Evaluate information and its sources critically](#)
- [Use information effectively to accomplish a specific purpose](#)
- [Access and use information ethically and legally](#)


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## Information literacy: Determine the Extent of Information Needed



Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.



Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.




Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.

Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.


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## Information literacy: Access the Needed Information



Accesses information using effective, well- designed search strategies and most appropriate information sources.



Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.




Accesses information using simple search strategies, retrieves information from limited and similar sources.

Accesses information randomly, retrieves information that lacks relevance and quality.


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## Information literacy: Evaluate Information and its Sources Critically



Chooses variety of information sources appropriate to scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to research question, currency, authority, audience, and bias or point of view).



Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).



Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).

Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).

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## Information literacy: Use Information Effectively to Accomplish a Specific Purpose

Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.


Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.

Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.


Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.




## Information literacy: Access and Use Information Ethically and Legally



Student correctly uses all of the following: citations and references; choice of paraphrasing, summary, or quoting; true to context. Student demonstrates a full understanding of the ethical and legal restrictions.



Student correctly uses three of the following: citations and references; choice of paraphrasing, summary, or quoting; true to context. Student demonstrates a full understanding of the ethical and legal restrictions.



Student correctly uses two of the following: citations and references; choice of paraphrasing, summary, or quoting; true to context. Student demonstrates a full understanding of the ethical and legal restrictions.

Student correctly uses one of the following: citations and references; choice of paraphrasing, summary, or quoting; true to context. Student demonstrates a full understanding of the ethical and legal restrictions.

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**Inquiry & analysis is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments.**

**Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.**


### **Inquiry & analysis dimensions:**

- [Topic selection](#)
- [Existing knowledge, research, and/or views](#)
- [Design process](#)
- [Analysis](#)
- [Conclusions](#)
- [Limitations and implications](#)


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## Inquiry & analysis: Topic selection



Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.



Identifies a focused and manageable/ doable topic that appropriately addresses relevant aspects of the topic.



Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.

Identifies a topic that is far too general and wide-ranging as to be manageable and doable.

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## Inquiry & analysis: Existing knowledge, research, and/or views

Synthesizes in-depth information from relevant sources representing various points of view/ approaches.

Presents in-depth information from relevant sources representing various points of view/ approaches.

Presents information from relevant sources representing limited points of view/ approaches.

Presents information from irrelevant sources representing limited points of view/ approaches.

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## Inquiry & analysis: Design process

→ All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.

→ Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.

→ Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.

→ Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.

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## Inquiry & analysis: Analysis

Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.

Organizes evidence to reveal important patterns, differences, or similarities related to focus.

Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.

Lists evidence, but it is not organized and/ or is unrelated to focus.

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## Inquiry & analysis: Conclusions

States a conclusion that is a logical extrapolation from the inquiry findings.

States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.


States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.

States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.

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## Inquiry & analysis: Limitations and implications

 Insightfully discusses in detail relevant and supported limitations and implications.

 Discusses relevant and supported limitations and implications.

 Presents relevant and supported limitations and implications.

 Presents limitations and implications, but they are possibly irrelevant and unsupported.



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**Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.**

**Integrative learning dimensions:**

- [Connections to experience](#)
- [Connections to discipline](#)
- [Transfer](#)
- [Integrated communication](#)
- [Reflection and self-assessment](#)

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## Integrative learning: Connections to experience

Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.

Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study.

Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own

Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.

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## Integrative learning: Connections to discipline

Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.

Independently connects examples, facts, or theories from more than one field of study or perspective.

When prompted, connects examples, facts, or theories from more than one field of study or perspective.

When prompted, presents examples, facts, or theories from more than one field of study or perspective.

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## Integrative learning: Transfer

Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.

Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.

Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues

Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.

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## Integrative learning: Integrated communication

Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.

Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.

Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).

Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.

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## Integrative learning: Reflection and self-assessment

Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.

Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).

Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).

Describes own performances with general descriptors of success and failure.

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**Intercultural knowledge & competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."**

**Intercultural knowledge & competence dimensions:**

- [Knowledge: cultural self-awareness](#)
- [Knowledge of cultural worldview frameworks](#)
- [Skills: empathy](#)
- [Skills: Verbal and non-verbal communication](#)
- [Attitudes: Curiosity](#)
- [Attitudes: Openness](#)

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## Intercultural knowledge & competence. Knowledge: culture of self-awareness

Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)

Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)

Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)

Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g., uncomfortable with identifying possible cultural differences with others.)



## Intercultural knowledge & competence: Knowledge of cultural worldview frameworks



Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to Intercultural knowledge and competence and to one's own participation in civic life, politics, and government.



Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.



Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

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## Intercultural knowledge & competence Skills empathy

Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.

Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.

Identifies components of other cultural perspectives but responds in all situations with own worldview.

Views the experience of others but does so through own cultural worldview.

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## Intercultural knowledge & competence. Skills: Verbal and non-verbal communication

Articulates a complex understanding of cultural differences in verbal and non-verbal communication (e.g. understanding the use of physical contact or explicit/ implicit meanings while communicating in different cultures) and is able to skilfully negotiate a shared understanding based on those differences.

Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.

Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.

Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.

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## Intercultural knowledge & competence: Attitudes - Curiosity

Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.

Asks deeper questions about other cultures and seeks out answers to these questions.

Asks simple or surface questions about other cultures.

States minimal interest in learning more about other cultures.

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## Intercultural knowledge & competence: Attitudes - Openness

Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.

Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.

Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.

Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.

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**Foundations for life-long learning is is “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”.**

An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills (described in this rubric) while in school.


### **Foundations for life-long learning dimensions:**

- [Curiosity](#)
- [Initiative](#)
- [Independence](#)
- [Transfer](#)
- [Reflection](#)


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## Foundations for life-long learning: Curiosity




Explores a topic in depth, yielding a rich awareness and/ or little-known information indicating intense interest in the subject.



Explores a topic in depth, yielding insight and/ or information indicating interest in the subject.



Explores a topic with some evidence of depth, providing occasional insight and/ or information indicating mild interest in the subject.




Explores a topic at a surface level, providing little insight and/ or information beyond the very basic facts indicating low interest in the subject.


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## Foundations for life-long learning: Initiative



Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.



Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.



Completes required work and identifies opportunities to expand knowledge, skills, and abilities.

Completes required work.



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## Foundations for life-long learning: Independence

Educational interests and pursuits exist and flourish outside classroom requirements. Knowledge and/ or experiences are pursued independently.

Beyond classroom requirements, pursues substantial, additional knowledge and/ or actively pursues independent educational experiences.


Beyond classroom requirements, pursues additional knowledge and/ or shows interest in pursuing independent educational experiences.

Begins to look beyond classroom requirements, showing interest in pursuing knowledge independently.


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## Foundations for life-long learning: Transfer



Makes explicit references to previous learning and applies in an innovative (new and creative) way that knowledge and those skills to demonstrate comprehension and performance in novel situations.



Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.




Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.


Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.

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## Foundations for life-long learning: Reflection



Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.



Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.



Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.

Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.

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**Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.**

**Oral communication dimensions:**

- [Organisation](#)
- [Language](#)
- [Delivery](#)
- [Supporting material](#)
- [Central message](#)

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## Oral communication: Organization

Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skilful and makes the content of the presentation cohesive.

Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.


Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.

Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.


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## Oral communication: Language



Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation.  
Language in presentation is appropriate to audience.



Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.




Language choices are mundane and commonplace and partially support the effectiveness of the presentation.  
Language in presentation is appropriate to audience.

Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.


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## Oral communication: Delivery



Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.



Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.




Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.

Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.


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## Oral communication: Supporting material



A variety of types of supporting materials (explanations, etc.) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.



Supporting materials (explanations, etc.) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.



Supporting materials (explanations, etc) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.

Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.



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## Oral communication: Central message

Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).

Central message is clear and consistent with the supporting material.

Central message is basically understandable but is not often repeated and is not memorable.

Central message can be deduced but is not explicitly stated in the presentation.

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**Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.**

**Problem solving dimensions:**

- [Define problem](#)
- [Identify strategies](#)
- [Propose solutions/hypotheses](#)
- [Evaluate potential solutions](#)
- [Implement solutions](#)
- [Evaluate outcomes](#)

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## Problem solving: Define problem

Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.

Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.

Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.

Demonstrates a limited ability in identifying a problem statement or related contextual factors.

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## Problem solving: Identify strategies

Identifies multiple approaches for solving the problem that apply within a specific context.


Identifies multiple approaches for solving the problem, only some of which apply within a specific context.

Identifies only a single approach for solving the problem that does apply within a specific context.


Identifies one or more approaches for solving the problem that do not apply within a specific context

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## Problem solving: Propose solutions/hypotheses



Proposes one or more solutions/ hypotheses that indicates a deep comprehension of the problem. Solution/ hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.



Proposes one or more solutions/ hypotheses that indicates comprehension of the problem. Solutions/ hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.




Proposes one solution/ hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.


Proposes a solution/ hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.

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## Problem solving: Evaluate potential solutions



Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.



Evaluation of solutions is adequate (for example, contains thorough explanation) and includes three of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.



Evaluation of solutions is brief (for example, explanation lacks depth) and includes two of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.

Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes one of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution.

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## Problem solving: Implement solutions

Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.

Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.

Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.

Implements the solution in a manner that does not directly address the problem statement.

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## Problem solving: Evaluate outcomes

Reviews results relative to the problem defined with thorough, specific considerations of need for further work

Reviews results relative to the problem defined with some consideration of need for further work.

Reviews results in terms of the problem defined with little, if any, consideration of need for further work.

Reviews results superficially in terms of the problem defined with no consideration of need for further work.



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**Quantitative literacy is a "habit of mind," competency, and comfort in working with numerical data.**

Individuals with quantitative literacy understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

**Quantitative literacy dimensions:**

- [Interpretation](#)
- [Representation](#)
- [Calculation](#)
- [Application/Analysis](#)
- [Assumptions](#)
- [Communication](#)

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## Quantitative literacy: Interpretation

Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.

Provides accurate explanations of information presented in mathematical forms.

Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.

Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.

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## Quantitative literacy: Representation

Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.

Competently converts relevant information into an appropriate and desired mathematical portrayal.

Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.

Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.

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## Quantitative literacy: Calculation

Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)

Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.


Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.

Calculations are attempted but are both unsuccessful and are not comprehensive.


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## Quantitative literacy: Application/Analysis



Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.



Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.




Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.

Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.


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## Quantitative literacy: Assumptions



Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.



Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.




Explicitly describes assumptions.


Attempts to describe assumptions.

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## Quantitative literacy: Communication



Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.



Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.



Uses quantitative information but does not effectively connect it to the argument or purpose of the work.

Presents an argument for which quantitative evidence is pertinent but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

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**Reading is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language"**


**Reading dimensions:**

- [Comprehension](#)
- [Genres](#)
- [Relationship to text](#)
- [Analysis](#)
- [Interpretation](#)
- [Reader's voice](#)




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## Reading: Comprehension



Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).



Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.



Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.

Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.

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## Reading: Genres

Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of particular texts.


Articulates distinctions among genres and their characteristic conventions.

Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.


Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.

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## Reading: Relationship to text




Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.



Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.




Engages texts with the intention and expectation of building topical and world knowledge.




Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.

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## Reading: Analysis




Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines.



Identifies relations among ideas, text structure, or other textual features, to evaluate how they support an advanced understanding of the text as a whole.




Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole.




Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.

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## Reading: Interpretation




Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.



Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.



Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.



Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.

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## Reading: Reader's voice

Discusses texts with an independent intellectual and ethical disposition so as to further or maintain disciplinary conversations.

Elaborates on the texts (through interpretation or questioning) so as to deepen or enhance an ongoing discussion.

Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.

Comments about texts in ways that preserve the author's meanings and link them to the assignment.

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**Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions).**

**Teamwork dimensions:**

- [Contributes to team meetings](#)
- [Facilitates the contributions of team members](#)
- [Individual contributions outside team meetings](#)
- [Fosters constructive team climate](#)
- [Responds to conflicts](#)

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## Teamwork: Contributes to team meetings

Helps the team move forward by articulating the merits of alternative ideas or proposals.

Offers alternative solutions or courses of action that build on the ideas of others.

Offers new suggestions to advance the work of the group.

Shares ideas but does not advance the work of the group.



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## Teamwork: Facilitates the contributions of team members



Engages team members in ways that facilitate contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.



Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.




Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.

Engages team members by taking turns and listening to others without interrupting.


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## Teamwork: Individual contributions outside team meetings



Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.



Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.



Completes all assigned tasks by deadline; work accomplished advances the project.

Completes all assigned tasks by deadline.

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## Teamwork: Fosters constructive team climate

All of the following:

- Treats team members respectfully (polite, constructive), or
- With positive tone and body language, or
- By expressing confidence, or
- By providing assistance

Three of the following:

- Treats team members respectfully (polite, constructive), or
- With positive tone and body language, or
- By expressing confidence, or
- By providing assistance.

Two of the following:


- Treats team members respectfully (polite, constructive), or
- With positive tone and body language, or
- By expressing confidence, or
- By providing assistance.

One of the following:

- Treats team members respectfully (polite, constructive), or
- With positive tone and body language, or
- By expressing confidence, or
- By providing assistance.

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## Teamwork: Responds to conflicts



Addresses destructive conflict directly and constructively, helping to manage /resolve it in a way that strengthens overall team cohesiveness and future effectiveness.



Identifies and acknowledges conflict and stays engaged with it.



Redirecting focus toward common ground, toward task at hand (away from conflict).

Passively accepts alternate viewpoints /ideas /opinions.

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**Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.**

**Written communication dimensions:**

- [Context of and purpose for writing](#)
- [Content development](#)
- [Genre and disciplinary conventions](#)
- [Sources and evidence](#)
- [Control of syntax and mechanics](#)

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## Written communication: Context of and purpose for writing

Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.

Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).


Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).

Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).


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## Written communication: Content development



Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.



Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.



Uses appropriate and relevant content to develop and explore ideas through most of the work.

Uses appropriate and relevant content to develop simple ideas in some parts of the work.

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## Written communication: Genre and disciplinary conventions

Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.

Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.

Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation

Attempts to use a consistent system for basic organization and presentation.



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## Written communication: Sources and evidence

Demonstrates skillful use of high- quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.

Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.


Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.

Demonstrates an attempt to use sources to support ideas in the writing.


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## Written communication: Control of syntax and mechanics



Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.



Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.



Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.

Uses language that sometimes impedes meaning because of errors in usage.