



Goal Area 1: Communication

	1 – Beginning	2 – Emerging	3 – Developed	4 – Well-Developed
Locate, evaluate, and effectively use sources for academic writing.	Few, if any, sources are credible and/or do not support the assignment’s focus and purpose. Sources used suggest that the student has made little effort to access and evaluate sources for college-level assignments, and the student is not yet proficient at high-level critical evaluating. Citations and works cited have a several major errors.	Few sources are credible and support the assignment’s focus and purpose. Sources used suggest that the student has made an attempt to access and evaluate sources for college-level assignments, but the student is not yet proficient at high-level critical evaluating. Citations and works cited have a few major errors.	Most sources are credible and support the assignment’s focus and purpose. Sources used suggest that the student has made an attempt to access and evaluate appropriate sources for college-level assignments. Citations and works cited have minimal errors.	All sources are credible and support the assignment’s focus and purpose. Sources used suggest that the student can access and evaluate sources for college-level assignments. Citations and works cited are error free.
Analyze her/his own and others’ texts to understand and articulate the rhetorical situation and how the texts address this situation.	Students articulate very little understanding of the roles that purpose, audience, and genre conventions play in influencing the choices writers make.	Students articulate some understanding of the roles that purpose, audience, and genre conventions play in influencing the choices writers make.	Students articulate a good understanding of the roles that purpose, audience, and genre conventions play in influencing the choices writers make.	Students articulate a sophisticated understanding of the roles that purpose, audience, and genre conventions play in influencing the choices writers make.
Apply effective language skills appropriate to the course level.	Language choices are unclear, ineffective, and inappropriate to audience.	Language choices are mundane and commonplace and may lack clarity or compelling expression.	Language choices are thoughtful and generally support the effectiveness of the presentation.	Language choices are memorable, compelling and enhance the effectiveness of the presentation.
Use an iterative process to assess instructor, self, and peer critique of drafts in order to rewrite texts.	Students make little to no changes in second and third drafts.	Students make minor changes in second and third drafts.	Students revise content to clarify purpose, develop support, organize appropriately, and address audience and genre needs.	Students revise content significantly to clarify purpose, develop support, organize appropriately, and address audience and genre needs.
Organize ideas in a clear and efficient manner.	Assignment organization is minimally observable and inconsistent within the assignment.	Assignment organization is intermittently observable in the introduction, body, and conclusion.	Assignment organization is clearly and consistently observable throughout the introduction, body, and conclusion.	Assignment organization is cohesive and compelling throughout the introduction, body, and conclusion, and makes the presentation.



Goal Area 2: Critical Thinking

Meaningful Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well-Developed
Explain issues and identifies stakeholders/context.	Students can identify the main issues and stakeholders.	Students can explain the main issues accurately and sufficiently and identify main stakeholders/context.	Students can explain the main issues accurately and sufficiently and identify connections between main stakeholders/context.	Students can explain the main issues accurately and sufficiently, clearly explain why/how they are issues, and identify connections between main stakeholders/context.
Evaluates Assumptions	Students are aware of assumptions, but cannot independently identify any behind the issue.	Students can identify primary assumptions, but does not evaluate them for plausibility.	Students can identify and evaluate primary assumptions.	Students identify and evaluate assumptions from specific, diverse perspectives.
Evaluates Evidence	Students can identify data and information, but it may not be relevant.	Students can identify relevant data and information.	Students can identify relevant evidence and evaluate its credibility.	Students can identify relevant evidence, evaluate its credibility, and can provide additional information for consideration.
Evaluates Implications and Proposes Reasonable Solutions	Students can identify the implications/consequences.	Students can identify the implications with reference to evidence and context.	Students can evaluate and discuss the implications with reference to evidence and context.	Students can evaluate and discuss the implications and use evidence and context to propose a reasonable solution.



Goal Area 3: Natural Sciences

Meaningful Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well-Developed
<p>Students will identify and demonstrate understanding of concepts and principles that comprise the foundational knowledge of the discipline. <i>*All courses</i></p>	Students are able to identify foundational concepts but have limited understanding.	Students are able to identify and demonstrate understanding of foundational concepts.	Students are able to accurately apply concepts and processes in contexts appropriate for the course (e.g., applications to historical contexts, personal lives, and professional settings).	Students demonstrate meaningful and complex connections between concepts and processes in contexts appropriate for the course (e.g., applications to historical contexts, personal lives, and professional settings).
<p>Students will apply the natural science perspectives to societal issues. <i>*All courses</i></p>	Students can identify a natural science perspective, but cannot relate that perspective to a social issue.	Students can identify a relationship between the natural science perspective and a social issue.	Students describe a relationship between the natural science perspective and a social issue.	Students analyze a relationship between the natural science perspective and a social issue.
<p>Students will apply the scientific method to investigate natural phenomena. <i>*Required for courses with lab, optional for others</i></p>	Students accurately describe the elements of scientific method.	Students accurately describe the elements of scientific method and appropriately conduct an investigation.	Students can formulate a testable hypothesis and design an experiment to test that hypothesis.	Students can formulate a testable hypothesis, design and conduct an appropriate experiment, and evaluate the hypothesis based on the experimental findings.
<p>Students will communicate his/her experimental findings and interpretations. <i>*Required for courses with lab, optional for others</i></p>	Students can organize experimental data, but cannot effectively communicate those findings.	Students can effectively communicate experimental findings.	Students effectively communicate experimental findings and logical interpretations.	Students effectively communicate experimental data and logical interpretation using technology.



Goal Area 4: Mathematical/Logical Reasoning

Meaningful Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well-Developed
Illustrate historical and contemporary applications of mathematical/logical systems.	Students identify an application of a mathematical/logical system whether historical, contemporary, hypothetical, or symbolic.	Students provide or uses an application of a mathematical/logical system whether historical, contemporary, hypothetical, or symbolic.	Students explain how and why mathematical/logical systems are used, whether historical, contemporary, hypothetical, or symbolic.	Students thoroughly explain and illustrate how and why mathematical/logical systems are used, whether historical, contemporary, hypothetical, or symbolic.
Translate problems to symbolic systems.	Information is not accurately converted to solvable mathematical expressions.	Some information is accurately converted to solvable mathematical expressions.	Information is accurately converted to solvable mathematical expressions.	Complex and contextualized information is analyzed and interpreted accurately to form mathematical expressions that produce solutions that can be applied in context.
Apply higher-order problem-solving and/or modeling strategies.	Students apply simple problem-solving or modeling strategies.	Students apply simple problem-solving and modeling strategies.	Students apply higher-order problem-solving or modeling strategies.	Students apply higher-order problem-solving and modeling strategies.
Evaluate whether mathematical or logical reasoning and conclusions are valid.	Reasoning and conclusions are not supported by the solution.	Reasoning and conclusions are not sufficiently supported by the solution.	Reasoning and conclusions are sufficiently supported by the solution	Reasoning and conclusions are accurately interpreted and supported, addressing variables present in the context of the problem.



Goal Area 5: History and Social and Behavioral Sciences

Meaningful Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well-Developed
Explain major concepts, theoretical perspectives, empirical findings and historical trends.	Major concepts and/or other content are not clearly understand and are used incorrectly.	Major concepts and/or other content are not clearly understood or are used incorrectly.	Major concepts and/or other content are understood and used correctly, through the lower levels of Bloom’s Taxonomy (retention, comprehension).	Major concepts and/or other content are understood and used with sophistication, reflecting higher levels of learning in Bloom’s Taxonomy.
Use critical and creative thinking skills, including skeptical inquiry and the use of the scientific method, to interpret and solve problems.	Use and application of critical thinking skills lacks two or more of the following components: scientific method, identification of problem, solutions to problem, creating new insights.	Use and application of critical thinking skills lacks one of the following components: scientific method, identification of problem, solutions to problem, creating new insights.	Critical thinking skills and the scientific method are appropriate to the problem, applied correctly to the problem, solves the problem, and creates new insights.	Critical thinking skills and the scientific method are applied with sophistication and reflect a deep insight to the nature of a problem. Application of critical thinking and the scientific method lead to deep insight and generates keen new ideas or problems to be solved.
Apply theoretical principles from the social and behavioral sciences to personal, social, and/or organizational issues related to the human experience.	Use and application of theoretical principles does not perform in two or more of the following components: Issue not cited clearly or is irrelevant, theoretical principle unclear or incomplete, application of theory is unsound or unfounded.,	Use and application of theoretical principles does not perform in one of the following components: Issue not cited clearly or is irrelevant, theoretical principle unclear or incomplete, application of theory is unsound or unfounded.,	Use an application of theoretical principles performs in the following ways: issue is relevant and clearly explained, explanation of theoretical issues is clear, and application of theory to issue is appropriate.	Use of application of theoretical principles performs in the following ways: issue is highly relevant and explored deeply, explanation of theoretical principles is nuanced, and application of theory to issue is insightful.
Critique their own perspectives and analyze human behavior from the diverse perspectives that are the foundation of the behavioral sciences.	Students’ critique of own perspective or ideas is unclear, incomplete, or inappropriate. Analysis of human behavior from diverse perspectives is unclear, incomplete or incorrect.	Students either provide a critique of own perspective that is unclear, incomplete, or inappropriate; or their analysis of human behavior from diverse perspectives is unclear, incomplete or incorrect.	Students’ critique of own perspective or ideas is clear, complete, and appropriate. Analysis of human behavior from diverse perspectives is clear, complete, and correct.	Students’ critique of own perspective or ideas is deep and sophisticated. Analysis of human behavior from diverse perspectives is nuanced and insightful.



Goal Area 6: Humanities and Fine Arts

Meaningful Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well-Developed
Explain and/or demonstrate how artists conceptualize and use creative processes to make art.	Students do not accurately describe or demonstrate how artists use a creative process to make art.	Students accurately describe or demonstrate how artists use a creative process to make art	Students accurately describe and demonstrate how artists use a creative process to make art.	Students analyze or create art using multiple aesthetic resources, advanced technique and purposeful practice
Analyze art using discipline-specific methodology through a variety of historical and cultural perspectives.	Students do not appropriately employ discipline-specific vocabulary to describe aspects of an artwork, its history and culture.	Students employ some discipline-specific vocabulary to describe aspects of an artwork, its history and culture.	Students appropriately employ discipline-specific vocabulary to describe aspects of an artwork, its history and culture.	Students employ multiple analytic approaches to explicate aspects of works of art, including historical and cultural contexts.
Articulate ways in which artistic expression embodies the culture and values of its time and place.	Students do not accurately describe ways in which artistic expression relates to the culture and values of its time and/or place.	Students provide inaccuracies in describing ways in which artistic expression relates to the culture and values of its time and/or place.	Students accurately describe ways in which artistic expression relates to the culture and values of its time and/or place.	Students evaluate the ways in which specific artistic expressions reflect and construct perceptions of culture and values, time and place.
Demonstrate skills in Ojibwemowin through reading and writing.	Students demonstrate conversational abilities in one or fewer of the following areas: reading, writing, or speaking.	Students demonstrate conversational abilities in two of the following areas: reading, writing, or speaking.	Students demonstrate conversational abilities in Ojibwemowin through reading, writing, and speaking.	Students demonstrate proficiency in Ojibwemowin through reading, writing, and speaking.



Goal Area 7: Human Diversity

Meaningful Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well-Developed
Understand the development of and changing meanings of group identities in the U.S. history and culture.	Students identify a group which claims a unique identity in the U.S.	Students describe the development of a group which claims a unique identity in the U.S.	Students describe development of a group and also traces changes in the meaning of that group's identity.	Students describe thoroughly the development of multiple groups and traces changes in meaning of their groups' identities.
Demonstrate awareness of power relations between groups in contemporary society.	Students identify an unequal power relationship.	Students define individual and institutional dynamics of unequal power relations between groups.	Students discuss one example of unequal power relations focusing on both individual and institutional dynamics.	Students compare and contrast at least two examples of unequal power relations between groups focusing on both individual and institutional dynamics.
Self-awareness of own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.	Students show minimal awareness of own cultural rules and biases (even those shared with own cultural group). (Uncomfortable with identifying possible cultural differences with others)	Students identify own cultural rules and biases (with a strong preference for those rules shared with own cultural group and seeks the same in others).	Students recognize new perspectives about own cultural rules and biases (not looking for sameness; comfortable with the complexities that new perspectives offer).	Students articulate insights into own cultural rules and biases (seeking complexity; aware of how his/her experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).
Describe and discuss the experience and contribution of many groups that shape American society and culture.	Students describe the experience and contribution of at least one group.	Students describe the experiences and contributions of at least one group which has been or currently is suffering from discrimination and exclusion.	Students describe the experiences and contributions of at least two groups, both of which have been or currently are suffering from discrimination and exclusion.	Students describe the experience and contributions of at least two groups suffering from discrimination and exclusion and compare those experiences to a group which has not suffered discrimination and exclusion.
Demonstrate effective communication skills.	Students have a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Students identify 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.	Students recognize and participate in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Students articulate a complex understanding of cultural differences in verbal and nonverbal communications (demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings and is able to skillfully negotiate a shared understanding based on those differences.



Goal Area 8: Global Perspective

Meaningful Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well-Developed
Contemporary and historical relations among nations and people.	Students identify social and/or cultural phenomena which influence the contemporary and historical relations among nations and peoples.	Students describe social and/or cultural phenomena which influence the contemporary and historical relations among nations and peoples.	Students analyze social and/or cultural phenomena which influence the contemporary and historical relations among nation and peoples.	Students evaluate social and/or cultural phenomena which influence the contemporary and historical relations among nations and peoples.
Demonstrates knowledge of social and cultural differences.	Students identify two social and/or cultural differences.	Students describe more than two social and/or cultural differences.	Students compare more than two social and/or cultural differences.	Students analyze more than two social and/or cultural differences.
Understanding of international problems and social/cultural differences which influence solutions.	Students identify an international problem and the social and/or cultural differences which influence its solution.	Students describe more than one international problem and the social and/or cultural differences which influence its solution.	Students analyze more than one international problem and the social and/or cultural differences which influence its solution.	Students analyze more than two international problems and the social and/or cultural differences which influence its solution.
Understand the role and responsibility of a world citizen.	Students identify a situation where a world citizen might influence the global community.	Students describe more than one situation where a world citizen might influence the global community.	Students discuss a situation where a world citizen might influence the global community.	Students analyze the actions of others which have or could affect the global community and suggest how those actions might be altered to affect a different outcome.



Goal Area 9: Ethical and Civic Responsibility

Meaningful Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well-Developed
Examine, articulate and apply their own ethical work.	Students can identify a personal ethical view and identify an issue in which it applies.	Students can describe a personal ethical view and apply it to an issue.	Students can analyze a personal ethical view and apply it to a relevant issue.	Students can analyze two or more ethical views and apply them to a relevant issue.
Apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.	Students can identify a core concept and an issue to which it applies.	Students can identify a core concept and describe an issue to which it applies.	Students can identify two or more core concepts and describe their application to relevant issues.	While identifying exceptions to and/or constraints on their application and/or contrary views about the relevance of their application, students can identify two or more core concepts and describe their relationship to relevant issues.
Analyze and reflect upon the ethical dimensions of legal, social, and scientific issues.	Students can identify the ethical dimensions of a legal, social, or scientific issue.	Students can describe the ethical dimensions of a legal, social, or scientific issue.	Students can analyze the ethical dimensions of a legal, social, or scientific issue.	Students can analyze the ethical dimensions of two or more legal, social, or scientific issues.
Recognize the diversity of political motivations and interests of others.	Students can identify a political motivation and/or interest different from one's own.	Students can describe a political motivation and/or interest different than one's own.	Students can describe a condition and the motivations and interests produced, where the condition, motivations, and interests are different than one's own.	Students can describe two or more conditions and the motivations and interests produced, where the conditions, motivations, and interests are different than one's own.
Identify ways to exercise the rights and responsibilities of citizenship.	Students can identify a way to exercise a right or responsibility of citizenship.	Students can describe a way to exercise a right or responsibility of citizenship.	Students can describe at least two ways to exercise a right and a responsibility of citizenship.	Students can describe more than two ways to exercise as many rights and responsibilities of citizenship.



Goal Area 10: People and the Environment

Meaningful Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well-Developed
Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.	Students identify a basic structure and function of a natural ecosystem and a human adaptive strategy within that system.	Students explain a basic structure and function of a natural ecosystem and a human adaptive strategy within that system.	Students explain the basic structures and functions of various natural ecosystems and human adaptive strategies.	Students explain in-depth the basic and more complex structures and functions of various natural ecosystems and human adaptive strategies.
Describe basic institutional arrangements that are evolving to deal with environmental and natural resource challenges.	Students identify a basic institutional arrangement that is evolving to deal with environmental and natural resource challenges and involves two of the following factors: social, legal, political, economic, health, ethical, and religious.	Students describe a basic institutional arrangement that is evolving to deal with environmental and natural resource challenges and involves two of the following factors: social, legal, political, economic, health, ethical, and religious.	Students describe basic institutional arrangements that are evolving to deal with environmental and natural resource challenges and involving three of the following factors: social, legal, political, economic, health, ethical, and religious.	Students describe basic institutional arrangements that are evolving to deal with environmental and natural resource challenges and involving four or more of the following factors: social, legal, political, economic, health, ethical, and religious.
Analyze practices or policies that impact human society and the natural environment using sustainability principles.	Students can identify examples that demonstrate the connectedness of society and the environment.	Students can identify and explain examples that demonstrate the connectedness of society and the environment.	Students can explain the connectedness of society and the environment and the potential consequences of practices/policy on those systems.	Students analyze and evaluate a practice or policy considering multiple perspectives and/or values; and the potential consequences of practices/policy on those systems.
Propose reasonable alternative solutions to environmental problems, and then articulate and defend their proposed actions.	Students propose alternative solutions that are not reasonable.	Students propose more than one rational alternative solution to an environmental problem.	Students propose reasonable alternative solutions and articulate specific actions to be taken in support of the solution.	Students propose and assess an alternative solution to an environmental problem, and articulate and defend actions which would be taken in support of the solution.



Goal Area 11: Participation and Performance

Meaningful Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well-Developed
Participate cooperatively in group athletic activity or artistic performance.	Students did not participate, wasted time, or worked on unrelated material. They often treated others disrespectfully or did not share the workload fairly.	Students participated but wasted time regularly or were rarely on task. They sometimes treated others disrespectfully or did not share the workload fairly.	Students participated most of the time and were on task most of the time. They usually treated others respectfully and shared the workload fairly.	Students participated fully and were always on task in class. They treated others respectfully and shared the workload fairly.
Demonstrate critical thinking skills used in performance and group participatory activities, including ability to gather and apply information, skill at seeking various perspectives, recognition and articulation of the value assumptions made by ourselves and others, etc.	Students do not demonstrate any of the following: the ability to gather and apply information, seek various perspectives, and recognize and articulate their value assumptions and those made by others.	Students demonstrate one of the following: the ability to gather and apply information, seek various perspectives, and recognize and articulate their value assumptions and those made by others.	Students demonstrate two of the following: the ability to gather and apply information, seek various perspectives, and recognize and articulate their value assumptions and those made by others.	Students demonstrate all of the following: the ability to gather and apply information, seek various perspectives, and recognize and articulate their value assumptions and those made by others.