

## Written Communication Assignment Checklist

Capacity/Skill	✓	<b>Does the student have the opportunity to</b>
<b>Context of and Purpose for Writing</b>		Demonstrate an understanding of context
		Demonstrate an understanding of audience
		Demonstrate an understanding of the purpose
		Examine all elements of the work.
<b>Content Development</b>		Use content to illustrate explore the subject
		Use content to illustrate to convey the writer's understanding
		Use content to shape the whole work.
<b>Sources and Evidence</b>		Develop ideas related to the genre of writing
		Demonstrate use of sources
		Use high-quality, credible, relevant sources
<b>Control of Syntax and Mechanics</b>		Use syntax to communicate meaning
		Use mechanics to communicate meaning

## Oral Communication Assignment Checklist

<b>Capacity/Skill</b>	<b>✓</b>	<b>Does the student have the opportunity to</b>
<b>Organization</b>		Demonstrate a clearly observable pattern of information
		Demonstrate skill in determining the flow of content
		Demonstrate cohesion across information provided
<b>Language</b>		Use verbal language that is imaginative, memorable, and compelling
		Demonstrate communication effectiveness with language choices
		Demonstrate that language choices are appropriate for their audience
<b>Delivery</b>		Display appropriate posture, gestures, eye contact, vocal expression, etc.
		Use body language that is compelling
		Demonstrate their preparedness and confidence
<b>Supporting Material</b>		Use supporting materials to enhance their verbal content
		Use supporting materials to enhance the credibility of their claims
		Integrate supporting materials with related portion of their presentation
<b>Central Message</b>		Demonstrate a central message is present

## Information Literacy Assignment Checklist

Capacity/Skill	✓	<b>Does the student have the opportunity to</b>
<b>Inclusion of Appropriate Amount of Detail</b>		Define the scope of the research question/thesis
		Propose a research question or thesis with appropriate depth
		Relate sources to the research question/thesis
<b>Information Access</b>		Describe their search strategies to locate sources
		Demonstrate sources are the most appropriate available
		Use a variety of search terms and selected sources
<b>Critical Evaluation of Information</b>		Demonstrate the relationship between sources and scope of the research
		Discuss the relevance of selected sources
		Consider bias, authority, limitations of sources
<b>Analysis of Information</b>		Fully support their research purpose
		Evaluate the connections between sources to support scope of the research
		Demonstrate a cohesive message from sources aligned with research purpose
<b>Ethics</b>		Demonstrate accuracy of information presented
		Distinguish their own voice from source knowledge
		Avoid the use of unauthorized references
		Provide correct citations for sources

## Integrative Learning Assignment Checklist

<b>Capacity/Skill</b>	<b>✓</b>	<b>Does the student have the opportunity to</b>
<b>Awareness of Available Tools</b>		Discuss the technologies available
		Demonstrate how a problem will be solved through the use of a particularly tool
<b>Technology Identification</b>		Identify a variety of possible tools
		Evaluate the usefulness of various tools
<b>Use of Technology</b>		Collect or gather data to address/solve the problem
		Use the technological tool to analyze the data
<b>Evaluation</b>		Discuss the limitations of the technology utilized
		Demonstrate understanding of how limitations affect use of the technology
<b>Technology Effectiveness</b>		Evaluate the usefulness of the technology in solving the problem
		Discuss the necessity of technology to solve the problem

## Critical Thinking Assignment Guide

Capacity/Skill	✓	Does the student have the opportunity to:
<b>Identify and Explain Issues</b>		Identify a problem/issue
		Summarize the problem/issue
		Explain why/how it is a problem/issue
		Make connections to embedded or implicit issues
		Address relationships between main problem/issue and embedded/implicit issues.
<b>Evaluate Evidence</b>		Identify important evidence/sources
		Evaluate important evidence/sources
		Provide new data or information for consideration
<b>Recognize Stakeholders and Context</b>		Identify main stakeholders, but ALSO finds minor stakeholders/contexts
		Identify the empirical and theoretical contexts relevant to all the main stakeholders/contexts
		Connect/show any tension or conflicts of interests among stakeholders/contexts.
<b>Evaluate Assumptions</b>		Identify all important/leading assumptions
		Evaluate all the important/leading assumptions
		Identify hidden/ abstract assumptions
		Evaluate hidden/ abstract assumptions
<b>Perspective Taking</b>		Formulate a personal point of view
		Highlight objections and/or rival positions of others
		Provide response to objections and/or rival positions
<b>Evaluate Implications, Conclusions, and Consequences</b>		Identify implications of assumptions, contexts, data, and evidence
		Discuss implications of assumptions, contexts, data, and evidence
		Identify conclusions of assumptions, contexts, data, and evidence
		Discuss conclusions of assumptions, contexts, data, and evidence
		Identify consequences of assumptions, contexts, data, and evidence
		Discuss consequences of assumptions, contexts, data, and evidence

## Problem Solving Assignment Guide

Capacity/Skill	✓	Does the student have the opportunity to:
<b>Identify and Define a Problem</b>		Identify a problem/issue
		Summarize the problem/issue
		Explain why/how it is a problem/issue
		Provide evidence to support their assertion
<b>Identify Strategies</b>		Identify approaches to solve the problem
		Connect/show how the approach applies to the problem
<b>Evaluation</b>		Evaluate the available approaches
		Discuss how the approaches relate to the historical context of the problem
		Discuss their logic/reasoning for each approach
		Discuss the feasibility for each approach
		Evaluate the likely impact of each approach
<b>Proposal</b>		Identify the best solution(s) to address the solution
		Address ethics of implementing the solution
		Address logistics of implementing the solution
		Address cultural effects of implementing the solution
<b>Implementation</b>		Effectively implement the solution
		Discuss the attention given to ethical, logical, and/or cultural factors when implementing
<b>Assessment of Outcomes</b>		Review the results of implementing the solution as they relate to the problem
		Discuss the need for future work to solve the problem

## Interpretation Assignment Guide

<b>Capacity/Skill</b>	<b>✓</b>	<b>Does the student have the opportunity to:</b>
<b>Select a Topic</b>		Identify a manageable topic
		Explain why/how the topic is original
<b>Information Synthesis</b>		Identify existing information relevant to the topic
		Discuss knowledge from multiple sources
		Connect research/views to the topic
<b>Design Development</b>		Discuss intended method/theory to approach the topic
		Connect the intended method/theory to the discipline/subdisciplines
<b>Analysis of Knowledge</b>		Present clear organization of knowledge from sources
		Synthesize knowledge to discuss similarities and differences
		Propose a pattern of relationship across all source knowledge
<b>Make Conclusions</b>		Identify conclusions of assumptions, contexts, data, and evidence
		Discuss conclusions of assumptions, contexts, data, and evidence
		Identify limitations of assumptions, contexts, data, and evidence
		Discuss limitations of assumptions, contexts, data, and evidence
		Identify implications of assumptions, contexts, data, and evidence
		Discuss implications of assumptions, contexts, data, and evidence

## Global Learning Assignment Guide

Capacity/Skill	✓	Does the student have the opportunity to:
<b>Self-Awareness</b>		Identify a problem/issue of the natural and/or human world
		Explain why/how it is a problem/issue
		Identify the impact human action has the issue/problem
		Address the breadth of the human impact on the issue/problem
<b>Perspective Taking</b>		Identify multiple perspectives of human action as it relates to the issue/problem
		Evaluate and synthesize multiple perspectives
		Acknowledge and discuss conflicting positions across various perspectives
<b>Cultural Diversity</b>		Incorporate perspectives from multiple cultures either historically or contemporarily
		Explain power structures across cultures as they relate to the issue/problem
		Explain experiences across cultures as they relate to the issue/problem
		Explain worldviews across cultures as they relate to the issue/problem
		Demonstrate respect and openness to other cultures
<b>Responsibility</b>		Identify local or national decisions that have impacted the issue/problem
		Explain the broader ethical/social/environmental consequences of local or national decisions
		Identify potential personal and civic actions to address the issue/problem
		Evaluate the effectiveness of individual and collective interventions
<b>Understanding Global Systems</b>		Identify elements of global systems from corresponding area (historical, political, artistic, or intercultural) and their connection to the issue/problem
		Use knowledge of the corresponding area (historical, political, artistic, or intercultural) to advocate for particular actions
<b>Applying Knowledge</b>		Relate knowledge of corresponding area to a broader context using an additional area (historical, political, artistic, or intercultural)
		Propose interdisciplinary solutions to the issue/problem

## Ethics Assignment Checklist

Capacity/Skill	✓	Does the student have the opportunity to
<b>Ethical Self-Awareness</b>		Discuss their core belief on a moral issue
		Identify the origins of a core belief on a moral issue
		Relate their core belief to the origin of the belief
<b>Perspective-Taking</b>		Identify and name ethical theories
		Explain presented ethical theories
		Support their explanation of theories to demonstrate accuracy of knowledge
<b>Ethical Issue Recognition</b>		Recognize the extent of an ethical issue in various (and sometimes ambiguous) contexts
		Connect parts or conditions of a scenario as they relate to the issue
<b>Implication of Application</b>		Apply ethical perspectives/concepts to an ethical question
		Provide examples to support ethical perspectives discussed
		Provide original examples for support
<b>Evaluation</b>		State their position on a moral issue given the different ethical perspectives
		Evaluate the objections to their position
		Acknowledge the assumptions and implications of their position
		Defend their position despite objections, assumptions, and implications

## Scientific Method Assignment Guide

Capacity/Skill	✓	Does the student have the opportunity to:
<b>Scientific Literacy, Reasoning, and Formulation of Hypotheses</b>		Demonstrate an understanding of basic principles and concepts
		Demonstrate application of scientific knowledge
		Organize evidence to reveal patterns, differences, or similarities
		Synthesize evidence to reveal patterns, differences, or similarities
		Write a hypothesis statement about the evidence
<b>Scientific Inquiry and Study Design</b>		Choose a methodology to address a problem under investigation
		Develop elements of a methodology or theoretical framework
<b>Data Analysis, Interpretation, and Presentation</b>		Present and summarize data
		Provide analysis of data
		Interpret data to provide statistical conclusion
<b>Evaluate Conclusions, Limitations, and Implications</b>		Extrapolate meaning of inquiry findings
		Infer/assess implications of findings
		Identify limitations
		Make a claim(s) regarding a causal or correlational nature of a relationship

## Numeracy Assignment Guide

<b>Capacity/Skill</b>	✓	<b>Does the student have the opportunity to:</b>
<b>Interpretation</b>		Provide an explanation of information presented in mathematical forms
		Make inferences on information
<b>Representation</b>		Convert information into a mathematical portrayal
<b>Calculation</b>		Present a calculation of values and clear solutions
<b>Application/Analysis</b>		Interpret the quantitative analysis of data
		Provide judgment/conclusions from calculations acknowledging limitations
<b>Evaluate Assumptions</b>		Describe assumptions
		Provide rationale for appropriateness of assumptions
		Assess the accuracy of assumptions as they relate to conclusions
<b>Communication</b>		Apply quantitative information to a purpose
		Explicate using quantitative information
		Select a presentation format