Laker Learning Competencies

Laker Competency Assessment Rubric

General Education Committee – 2024

LAKE LAND COLLEGE

Lake Land College creates and continuously improves an affordable, accessible and effective learning environment for the lifelong educational needs of the diverse communities we serve.

Communication

	3 Proficient	2 Developing	1 Beginning	0 Does Not Meet
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is **clearly and consistently** observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is **occasionally** observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is to a **small degree** observable.	Organizational pattern (specific introduction and conclusion, sequenced material within the body and transitions) is **not** observable.
Delivery/Tone	Delivery techniques and tone are **clearly and consistently** thoughtful, compelling and appropriate, reflecting an understanding of voice, authority and audience.	Delivery techniques and tone **occasionally** are thoughtful, compelling and appropriate, reflecting an understanding of voice, authority and audience.	Delivery techniques and tone are **basic** but appropriate.	An understanding of delivery techniques and tone is **not** present.
Supporting Material	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that **effectively** supports the student's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that **partially** supports the student'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 student'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 **doesn't support** the student's credibility/authority on the topic.
Central Message	Central message is **clear and consistent** with the supporting material and is memorable.	Central message is **basically** understandable but is not often repeated and is not memorable.	Central message **can** be deduced but is **not** explicitly stated.	Central message **cannot** be deduced and is **not** explicitly stated.
Mechanics	Uses straightforward language that **effectively** conveys meaning to the audience. There are **few to no** grammar or readability errors.	Uses language that generally conveys meaning to the audience. There are **a few** grammar or readability errors.	Uses language that generally conveys meaning to the audience. There are **several errors** that distract the audience.	Uses language that does not convey meaning to the audience. There are **major** grammar and readability errors.

Creative Thinking & Problem Solving

Students think creatively and solve problems by successfully combining knowledge in new ways.

	3 Proficient	2 Developing	1 Beginning	0 Does Not Meet
Define/Identify Problem	Identifies **multiple** problems and approaches within specific contexts (background, history, challenges, symptoms, or knowledge gaps).	Identifies a **single** problem and approach within a specific context (background, history, challenges, symptoms, or knowledge gaps).	Identifies a **single** problem or approach. **Does not** offer specific context (background, history, challenges, symptoms, or knowledge gaps).	Shows **little originality**. Uses a **single** approach. **Does not** offer context.
Innovative Thinking	**Effectively** expands upon a **unique** idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a **unique** idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates an idea, question, format, or product to create new knowledge that shows **little originality.**	**Does not** offer a unique idea, question, format, or product to create new knowledge.
Solving Problems	Offers **clear** solutions that address multiple contexts and perspectives.	Offers **developing** solutions that address multiple contexts and perspectives.	Offers solutions that address **a few** contexts and/or perspectives but **needs improvement**.	**Does not** offer solutions that address contexts and perspectives.
Implementing Solutions	**Effectively** offers and evaluates evidence and **multiple** solutions/perspectives in a manner that clarifies biases or addresses logical, ethical, psychological, or cultural concerns.	Offers and evaluates evidence with **a single** solution/perspective in a manner that clarifies biases or addresses logical, ethical, psychological, or cultural concerns.	Offers evidence with **a single** solution/perspective. Evaluation clarifies biases or addresses logical, ethical, psychological, or cultural concerns but **needs improvement**.	**Does not** offer evidence and/or evaluation. **Does not** address biases. **Does not** address logical, ethical, psychological, or cultural concerns.
Connecting, Synthesizing, Transforming	Provides **a coherent framework** to evaluate the outcome of the chosen solution.	Provides **a framework** to evaluate the outcome of the chosen solution.	Provides a framework to evaluate the outcome of the chosen solution but **needs improvement.**	**Does not** provide ideas on how to evaluate the outcome of the chosen solution.

Critical Thinking

	3 Proficient	2 Developing	1 Beginning	0 Does Not Meet
Explanation of Issues	The issue is stated and described **thoroughly**.	The issue is stated but is **vaguely** described.	The issue is stated **without** description.	The issue is **not** stated.
Influence of Context and Assumptions	The issue's context is **clear** and **relevant**. The assumptions and evidence regarding the issue are **discussed well.**	The issue's context is **clear**, and assumptions about the issue **are discussed**. Assumptions and evidence **are relevant** to the context or position.	Context and assumptions regarding the issue are present **but are not discussed**. Assumptions or evidence **might not be relevant** to the context or position.	Does **not** present context or assumptions with explanations.
Evidence	Evidence is presented with clear sources and is **effectively** analyzed and evaluated in context to the beliefs of experts and others.	Evidence **is presented** with clear sources. Evidence is based on personal, public and expert opinion. Evaluation of the evidence **is present**.	Evidence is presented with sources, but the **reliability** of the sources is **questionable** (more personal or public opinion than expert opinion). Evaluation of the evidence is **sparse**.	Evidence is **not** presented or, if presented, the source of information is unclear or unreliable.
Student's Position	The position on the issue is **clear** and is discussed **thoroughly.** Multiple sides are offered, and a thesis or hypothesis is stated and supported **well.**	The position on the issue is **present**. Multiple sides are offered, and a thesis or hypothesis is **stated and supported.**	The position on the issue is **not clear yet**. Multiple sides are offered but **not well enough** to form or support a thesis or hypothesis.	A position is **not** present. Multiple sides are **not** offered.
Conclusions and Related Outcomes	Conclusions and judgments are **clearly** and **logically** contextualized with the information presented. The consequences or implications are discussed **thoroughly**.	Conclusions and judgments are present and are contextualized with the information presented. **Some improvement** in presenting consequences or implications could be made.	Conclusions and judgments are present but **are not** contextualized. Consequences or implications are **unclear**.	Conclusions and judgments are **not** present or may be **oversimplified, distorted, or exaggerated.**

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Global & Cultural Literacy

Students realize that society is a culturally diverse and global environment with differing opinions, practices and ideas.

	3 Proficient	2 Developing	1 Beginning	0 Does Not Meet
Cultural Diversity	**Effectively** analyzes connections between worldviews, power structures and experiences of multiple cultures in historic or contemporary contexts. The tone and content **are respectful** of other cultures.	**Moderately** analyzes connections between worldviews, power structures and experiences of multiple cultures in historic or contemporary contexts. The tone and content **are respectful** of other cultures.	**Partially** analyzes basic connections between worldviews, power structures and experiences of multiple cultures in historic or contemporary contexts. The tone and content **need improvement** to be respectful of other cultures.	**Does not** make connections between worldviews, power structures and experiences of multiple cultures. The tone and content **are not** respectful of other cultures.
Perspective Taking	**Effectively** synthesizes multiple, contradictory perspectives (global, civic, cultural, ethical, social, and/or environmental) when investigating natural and human systems.	**Moderately** synthesizes multiple, contradictory perspectives (global, civic, cultural, ethical, social, and/or environmental) when investigating natural and human systems.	**Partially** synthesizes a perspective (global, civic, cultural, ethical, social, and/or environmental) when investigating natural and human systems.	**Does not** synthesize a perspective (global, civic, cultural, ethical, social, and/or environmental) when investigating natural and human systems.
Personal and Social Responsibility	**Effectively** analyzes the consequences of global systems. Recommendations are contextualized with an understanding of personal and civic responsibility.	**Moderately** analyzes the consequences of global systems. Recommendations are contextualized with an understanding of personal and civic responsibility.	**Partially** analyzes the consequences of global systems. Recommendations are **partially** contextualized with an understanding of personal and civic responsibility but **needs improvement.**	**Does not** offer consequences of global systems. Personal and civic responsibility is not considered.
Understanding Global Systems	**Effectively** analyzes historic and contemporary connections to global systems and the effects of human actions on complex problems.	**Moderately** analyzes historic and contemporary connections to global systems and the effects of human actions on complex problems.	Identifies **basic** historic and contemporary connections to global systems and the effects of human actions on complex problems but **needs improvement**.	**Does not** identify basic historic and contemporary connections to global systems and the effects of human actions on complex problems.
Applying Knowledge to Contemporary Global Context	**Effectively** evaluates complex solutions to global challenges within multiple contexts (contemporary, historical, societal, ethical, civic, cultural and scientific).	**Moderately evaluates** complex solutions to global challenges within multiple contexts (contemporary, historical, societal, ethical, civic, cultural and scientific).	Identifies **one solution** to global challenges within multiple contexts (contemporary, historical, societal, ethical, civic, cultural and scientific).	**Does not** identify a solution to global challenges within multiple contexts (contemporary, historical, societal, ethical, civic, cultural and scientific).

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Information & Technology Literacy

Students not only identify when information is necessary, but they also find, evaluate and use that information effectively with the appropriate technological tools.

	3 Proficient	2 Developing	1 Beginning	0 Does Not Meet
Determine the Extent of Information or Technology Needed	**Effectively** select the appropriate information sources and technology to complete the task.	**Somewhat** effectively select the appropriate information sources and technology to complete the task.	**Minimally** select the appropriate information sources and technology to complete the task.	Information sources and technology selected **do not** relate to the assignment.
Access the Needed Information or Technology	**Effectively** access information and use the appropriate technology to complete the task.	**Somewhat** effectively accesses information and **occasionally** uses the appropriate technology to complete the task.	**Ineffectively** uses appropriate information and **ineffectively** uses the technology to complete the task.	**Inappropriate** information usage and **inappropriate** technology to complete the task.
Evaluate Information / Technology Used Critically	**Effectively** chooses a variety of information sources and/or technology tools appropriate to the task. Evaluate sources and tools using **appropriate** criteria (such as relevancy, currency and authority).	Chooses information sources and/or technology tools **somewhat** appropriate to the task. Evaluate sources and tools using **somewhat** appropriate criteria.	Chooses **insufficient** information sources and/or technology tools appropriate to the task. Evaluates sources and tools using **insufficient** criteria.	**Inappropriately** chooses information sources and/or technology tools. **No** evaluation of sources present.
Access and Use Information or Technology Ethically and Legally	Demonstrates a **full** understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information/technology. For example, citations, paraphrasing, references, copyright.	Demonstrates a **partial** understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information/technology.	**Ineffectively** demonstrates an understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information/technology.	Demonstrates **no understanding** of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information/technology.

Professional Skills & Ethics

Students demonstrate professional business skills and ethical accountability.

	3 Proficient	2 Developing	1 Beginning	0 Does Not Meet
Ethical Self-Awareness	**Discusses in detail** personal ethical core beliefs and the origins of the core beliefs.	**States** personal ethical core beliefs and articulates the origins of the core beliefs.	**States either** personal ethical core beliefs or articulates the origins of the core beliefs but not both.	**Unable to recognize personal** ethical beliefs and the origins of the core beliefs.
Ethical Interactions with Others	**Independently applies** ethical perspectives and **consistently demonstrates** ethical behaviors throughout interactions.	**Independently applies** ethical perspectives and **regularly demonstrates** ethical behaviors in interactions.	**Recognizes** ethical perspectives but **inconsistently demonstrates** ethical behaviors in interactions.	**Unable** to effectively assess or recognize ethical perspective issues. **Does not demonstrate** ethical behaviors in interactions.
Civic Identity & Commitment	**Provides extensive evidence** of civic engagement and demonstrates value in civic identity and commitment.	**Provides indication of some** involvement in civic engagement activities.	**Provides minimal** evidence of involvement in civic engagement activities.	**Provides no** indication of being involved in civic activities.
Civic Communication (Soft Skills)	**Consistently communicates** in a civic context to demonstrate an ability to express, listen and adapt ideas and messages based on other perspectives.	**Regularly communicates** in a civic context, demonstrating an ability to express, listen and adapt ideas and messages based on other perspectives.	**Inconsistently communicates** in a civic context, demonstrating an ability to express, listen and adapt ideas and messages based on other perspectives.	**Exhibits no ability** to communicate in a civic context.
Fosters Constructive Team Climate	**Values** the components of a constructive team climate. **Independently demonstrates** actions that contribute to a constructive team climate. **Provides leadership** in achieving the team objective(s). Actions may include verbal and non-verbal communication, motivation and encouraging others.	**Values** the components of a constructive team climate. **Regularly demonstrates** actions that contribute to a constructive team climate. Actions may include verbal and non-verbal communication, motivation and encouraging others.	**Recognizes** the components of a constructive team climate. **When instructed or guided, demonstrates** actions that contribute to a constructive team climate. Actions may include verbal and non-verbal communication, motivation and encouraging others.	**Does not recognize** the components of a constructive team climate. **Fails to demonstrate** actions that contribute to a constructive team climate.
Self-Motivation and Evaluation/ Reflection	**Consistently evaluates** prior experiences inside and outside the classroom **in depth** to reveal perspectives about educational and life events. **Applies** this knowledge moving forward to provide a foundation for knowledge, growth and maturity.	**Regularly evaluates** prior experiences inside and outside the classroom **in depth** to reveal perspectives about educational and life events.	**Inconsistently evaluates** prior experiences inside and outside the classroom **with some depth** to reveal perspectives about educational and life events.	**Indicates no** motivation for learning from past experiences in educational and life events.

Quantitative Literacy

	3 Proficient	2 Developing	1 Beginning	0 Does Not Meet
Representation: Statistics, Charts, Graphs and Other Visuals	**Accurately** represents information in a mathematical format.	Represents information in a mathematical format with **minor errors**.	Represents information in a mathematical format with **significant errors or incorrect portrayals**.	**No** mathematical portrayal of information.
Interpretation	**Accurately** explains information presented in mathematical forms.	Explains information presented in mathematical forms but **occasionally makes mistakes**.	Attempts to explain information presented in mathematical forms but **makes incorrect conclusions**.	**No** explanation.
Application / Analysis	**Accurately** analyzes the data drawing reasonable and correct conclusions.	Develops analyses of the data with reasonable conclusions **but with minor inaccuracies**.	**Incomplete** analysis of data with **significant inaccuracies.**	**No** analysis.
Assumptions	**Keen awareness and understanding** of assumptions in the experiment and how it affects the outcome.	**Somewhat aware** of the assumptions in the experiment and **lacks complete understanding** of how it affects the outcome.	**Minimal awareness** of assumptions in the experiment and **lacks understanding** of how it affects the outcome.	**Unaware** of any assumptions.
Communication	**Effectively** communicates results using quantitative analyses.	**Minor flaws** are evident in the communication of results using quantitative analyses	Communicates results using **qualitative rather than quantitative analyses.**	**No** attempt to communicate results.

Scientific Literacy

Students identify foundational science concepts and apply the scientific process to real-life situations.

	3 Proficient	2 Developing	1 Beginning	0 Does Not Meet
Topic Selection	The topic or question is **clearly** understood or stated and achievable.	The topic or question is stated but **lacks depth**.	The topic or question is stated but **may not be doable** or **is too broad**.	**No** topic or question provided.
Existing Knowledge, Research, and/or Views	**Effectively** understands core scientific concepts using correct terminology	**Somewhat** understands core scientific concepts using mostly correct terminology.	**Unclear** understanding of core scientific concepts with incorrect terminology.	**No** overview of knowledge is given.
Design Process	**Fully** understands the design of the experiment or logic of the argument.	**Somewhat** understands the design of the experiment or logic of the argument.	**Vaguely** understands the design of the experiment or logic of the argument.	**No** understanding of the design or logic provided.
Analysis	**Accurate** evaluation and interpretation of data or arguments.	**Somewhat** accurate evaluation and interpretation of data or arguments.	**Inaccurate** evaluation and interpretation of data or arguments.	**No** analysis completed
Conclusions	**Demonstrates** a keen ability to draw conclusions, solve problems, and/or apply information based on evidence provided or prior experience.	**Somewhat** demonstrates the ability to draw conclusions, solve problems, and/or apply information based on evidence provided or prior experience.	**Poorly** demonstrates the ability to draw conclusions, solve problems, and/or apply information based on evidence provided or prior experience.	**No** demonstration of the ability to draw conclusions, solve problems, and/or apply information based on evidence provided or prior experience.

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