



ABILITIES - SKILLS - LEVELS

Abilities and Skills

ABILITIES	SKILLS	
Aesthetic Engagement	<ul style="list-style-type: none"> • Receptivity • Visualization 	
Collaboration	<ul style="list-style-type: none"> • Positive Interdependence • Leadership 	
Communication	<ul style="list-style-type: none"> • Written • Spoken 	<ul style="list-style-type: none"> • Visual • Performance
Effective Citizenship	<ul style="list-style-type: none"> • Provides Service to Others • Change Agent Skills 	<ul style="list-style-type: none"> • Teaches Others
Global Awareness	<ul style="list-style-type: none"> • Works with Diversity 	<ul style="list-style-type: none"> • Understands System Interrelationships
Problem Solving	<ul style="list-style-type: none"> • Gathering Information • Creative Thinking • Systems Analysis 	<ul style="list-style-type: none"> • Problem Recognition • Decision Making
Technology	<ul style="list-style-type: none"> • Selects 	<ul style="list-style-type: none"> • Applies
Wellness	<ul style="list-style-type: none"> • Self-Management 	<ul style="list-style-type: none"> • Self-Worth

Skill Levels

For all 22 Skills	
LEVEL FIVE	At level five, the student demonstrates the depth and breadth of understanding necessary to select and apply concepts broadly. Terms like assess; predict; appraise; apply to entirely new settings, patterns/relationships between large, differentiated pieces of knowledge; integrate; evaluate; estimate; organize; plan; compose; formulate; design; and develop indicate mental processes at this level.
LEVEL FOUR	At level four, the student understands and appropriately applies discipline-specific concepts and strategies within the field of study. Terms like analyze, discriminate, examine, distinguish, parody, argue, critique, experiment, manage, plan, and assemble, indicate mental processes at this level.
LEVEL THREE	At level three, the student recognizes patterns and applies existing knowledge or skills in a similar situation or setting. Terms like apply, choose, employ, interpret, solve, graph, illustrate, transform, and dramatize indicate mental processes at this level.
LEVEL TWO	At level two, the student processes existing information into alternative formats to display increased depth of mental interaction with content. Terms like classify, describe, discuss, explain, locate, report, translate, tabulate, combine, and "cut and paste" indicate mental processes at this level.
LEVEL ONE	At level one, the student demonstrates content knowledge without reapplying or developing the information received. Terms like arrange, define, duplicate, list, memorize, recognize, recall, and repeat indicate mental processes at this level.

Aesthetic Engagement

To move from an intuitive reaction toward a reasoned response

	Receptivity Listens, views and reads with imagination and understanding	Visualization Uses intuition and imagination to perceive and interpret an aesthetic experience
LEVEL FIVE	<ul style="list-style-type: none"> Recognizes the value of aesthetic responsiveness to human endeavor. Designs/develops activities that integrate aesthetic experiences 	<ul style="list-style-type: none"> Recognizes the relationships between disciplines, culture, life, and the work. Responds to and expresses the (original) artist's perceptions Creates a new work which integrates several disciplines
LEVEL FOUR	<ul style="list-style-type: none"> Identifies appropriate, discipline-specific concepts and patterns Interprets, critiques, or analyzes using discipline-specific concepts and patterns 	<ul style="list-style-type: none"> Identifies various patterns within a work Analyzes relationships among the patterns Experiments with changing the patterns and/or their relationships Creates a new work within the discipline of study
LEVEL THREE	<ul style="list-style-type: none"> Recognizes pattern(s) within a work Uses pre-existing frameworks to interpret, illustrate, or dramatize the pattern Explains the implications of the pattern 	<ul style="list-style-type: none"> Identifies underlying pattern(s) Illustrates pattern so others can recognize it Explains implications of the pattern
LEVEL TWO	<ul style="list-style-type: none"> Collects pertinent information Organizes information Reports/presents information 	<ul style="list-style-type: none"> Uses appropriate content information Forms personal opinions Presents interpretation
LEVEL ONE	<ul style="list-style-type: none"> Identifies important parts. Describes or explains these parts. 	<ul style="list-style-type: none"> Applies Personal Experience Describes or explains interpretation.

Collaboration

To work together or act jointly to reach a common goal

	Positive Interdependence Understands personal responsibility for contributions that promote the success of the group	Leadership Delegates authority and demonstrates accountability for the success of the group as a whole
LEVEL FIVE	<ul style="list-style-type: none"> Assesses the success of the group as a whole Evaluates his/her relationship to and support of the group. Takes full ownership of his/her own designs, plans, mental processes, etc., and their impact on the group. 	<ul style="list-style-type: none"> Empowers members of the group to assess situations and report own value judgments. Appraises the leadership style of others. Demonstrates the ability to adapt leadership pattern to new settings and relationships.
LEVEL FOUR	<ul style="list-style-type: none"> Demonstrates the ability to experiment with options and alternatives before selecting a single strategy. Displays management of group time and efforts. Analyzes his/her own mental processes and concepts in relationship to the group's success. 	<ul style="list-style-type: none"> Understands the needs and strengths of others and designs strategies which will enable them to succeed. Executes/implements a design model. Delegates responsibility.
LEVEL THREE	<ul style="list-style-type: none"> Recognizes his/her role in the group process. Chooses and applies appropriate self-behaviors relative to the group process. Contributes to the cohesiveness of the group 	<ul style="list-style-type: none"> Demonstrates by example a highly specific direction to take. Interprets and applies directions.
LEVEL TWO	<ul style="list-style-type: none"> Reports to the group. Translates personal goals into group goals Classifies, describes, discusses pertinent information in a reliable manner. 	<ul style="list-style-type: none"> Treats group members with respect. Discusses and explains the group's mission.
LEVEL ONE	<ul style="list-style-type: none"> Recognizes the importance of working together rather than independently. Articulates the behaviors necessary to complete designated tasks. 	<ul style="list-style-type: none"> Recognizes importance of group leader. Defines the specific role of leader in a group setting.

Communication

To convey thoughts, ideas, data, information, and messages effectively.

	Written Demonstrates the ability to communicate effectively thoughts, ideas, data, information and messages in written form for a variety of purposes and audiences.	Spoken Demonstrates the ability to communicate effectively thoughts, ideas, data, information, and messages in spoken form for a variety of purposes and audiences.	Visual Demonstrates the ability to communicate effectively through elements of design, graphs, and other visual media.	Performance Demonstrates the ability to communicate to an audience thoughts, information, emotions, or moods through a performance medium such as music, dance, drama, art, or presentation (dramatic reading, recitation of poetry, etc.)
LEVEL FIVE	<ul style="list-style-type: none"> • Responds to the demands of complex writing situations with appropriate writing styles and modes. • Demonstrates attention to audience needs • Determines the correct or essential research components required of the writing situation and pursues and presents them effectively. 	<ul style="list-style-type: none"> • Demonstrates depth and breadth of understanding and skills. • Integrates knowledge base and skills into oral presentations for a variety of audiences. • Develops presentations that demonstrate understanding and ability of oral communication skills in a variety of communication settings. 	<ul style="list-style-type: none"> • Applies visual information in a new setting • Presents visual information in a new setting 	<ul style="list-style-type: none"> • Plans and executes a performance that communicates desired thoughts, ideas, moods, emotions or stylistic elements. • Evaluates personal ability to communicate through performance.
LEVEL FOUR	<ul style="list-style-type: none"> • Moves beyond surface responses and evidences critical thinking skills in his/her ability to analyze “texts” to come to new understandings. • Understands and appropriately applies discipline-specific concepts and strategies to produce writing controlled and shaped by the student and in the student’s voice. • Synthesizes thoughts, ideas, information from multiple “texts” to develop individual interpretations and ideas.. 	<ul style="list-style-type: none"> • Understands and orally communicates concepts specific to the discipline. • Assembles discipline-specific presentations. • Verbally argues discipline-specific strategies and beliefs. • Verbally Interprets, critiques, or analyzes discipline-specific concepts and patterns. 	<ul style="list-style-type: none"> • Creates visual information • Integrates visual information 	<ul style="list-style-type: none"> • Critiques elements in performance mediums and integrates into personal performance. • Analyzes personal progress in performance medium.

<p>LEVEL THREE</p>	<ul style="list-style-type: none"> • Demonstrates ability to process existing information into alternative formats to display increased depth of mental interaction with content. • Produces thesis directed writing controlled and shaped by the student and in the student’s voice. • Integrates thoughts, ideas, information from multiple “texts.” 	<ul style="list-style-type: none"> • Recognizes patterns and frameworks in developing presentations. • Applies knowledge of thesis-based speech structure in developing oral presentations. • Illustrates presentations with examples, testimony, and statistics. 	<ul style="list-style-type: none"> • Chooses visual information • Interprets visual information • Illustrates visual information 	<ul style="list-style-type: none"> • Applies and conveys creative concepts during performance. • Interprets and conveys stylistic elements in performance.
<p>LEVEL TWO</p>	<ul style="list-style-type: none"> • Processes information to produce writing that clearly and accurately summarizes and/or reports. • Writes, well-developed, focused essays. • Searches for information and inserts research appropriately. 	<ul style="list-style-type: none"> • Processes information into verbally alternative formats. • Combines information from written sources to produce oral reports. • Explains and discusses answers verbally produced in the instructional setting. 	<ul style="list-style-type: none"> • Locates visual information • Combines visual information 	<ul style="list-style-type: none"> • Describes goals for communicating through performance. • Translates interpretation of others to a personal understanding of material.
<p>LEVEL ONE</p>	<ul style="list-style-type: none"> • Expresses clearly thoughts and ideas in informal writing contexts. • Composes structurally correct sentences in Standard American English. • Generates well-developed, coherent paragraphs. 	<ul style="list-style-type: none"> • Verbally recalls content information. • Orally answers content questions in terms of facts and recollection of content presented. 	<ul style="list-style-type: none"> • Recognizes visual information • Duplicates visual information 	<ul style="list-style-type: none"> • List qualities necessary for a successful performance. • Recognize personal strengths and weaknesses when communicating through performance.

Effective Citizenship

To be a good role model and teacher, actively involved in improving the community and the environment while teaching others to do the same.

	Provides Service to Others To be a good role model and teacher, actively involved in improving the community and the environment while teaching others to do the same.	Teaches Others Teaches others new skills	Change Agent Skills Responsibly questions existing beliefs and conditions taking appropriate action for change.
LEVEL FIVE	<ul style="list-style-type: none"> Evaluates service organizations. Analyzes organizations' activities, especially outcomes and results. Assesses and evaluates ways to improve the effectiveness and success of goals 	<ul style="list-style-type: none"> Leads or teaches others information on effective citizenship or how to form their own organization to solve community problems. Simulates setting up an organization or process that will be intended to solve human or environmental problems. 	<ul style="list-style-type: none"> Evaluates a plan for change in terms of effectiveness in solving problems Gathers data by way of survey, interview and observation to assess outcomes of an action plan.
LEVEL FOUR	<ul style="list-style-type: none"> Critiques service organizations. Reviews and summarizes characteristics of the organizations. 	<ul style="list-style-type: none"> Analyzes and debates different service strategies, philosophies and processes. 	<ul style="list-style-type: none"> Assembles an action plan. Experiments with solutions. Initiates an action plan.
LEVEL THREE	<ul style="list-style-type: none"> Actively participates in service organizations. 	<ul style="list-style-type: none"> Dramatizes or role-plays a human needs issue or environmental concern. 	<ul style="list-style-type: none"> Formulates an action plan for addressing community problems
LEVEL TWO	<ul style="list-style-type: none"> Differentiates and compares service organizations and other modes of participatory service in terms of philosophies, strategies, and operations. 	<ul style="list-style-type: none"> Demonstrates an awareness of human needs and environmental problems and concerns. Discusses ideas about human needs, environmental problems, and participatory governmental processes. 	<ul style="list-style-type: none"> Classifies and prioritizes community problems. Describes areas of concern and prioritizes them. Explains how democratic processes can be implemented to solve community problems.
LEVEL ONE	<ul style="list-style-type: none"> Demonstrates familiarity with service organizations, environmental groups, or governmental participatory processes. Describes service organizations or environmental groups and governmental participatory processes. 	<ul style="list-style-type: none"> Teaches others new skills Identifies and describes human needs and environmental problems in the community and on campus. 	<ul style="list-style-type: none"> Identifies human and environmental problems in the community. Recognizes community and campus concerns in the area of human needs and environmental needs. Identifies key elements of the democratic process

Global Awareness

To look beyond one's immediate self and local community.

	Works with Diversity Demonstrates awareness and respect for diversity	Understands systems Interrelationships Can identify interrelationships between self, immediate community, and the global community.
LEVEL FIVE	<ul style="list-style-type: none"> Integrates cultural experiences Applies principles of diversity to entirely new settings 	<ul style="list-style-type: none"> Formulates outcomes of global situations Develops alternative solutions
LEVEL FOUR	<ul style="list-style-type: none"> Examines and critiques cultural perspectives Appreciates the values of different perspectives 	<ul style="list-style-type: none"> Plans and assembles a global perspective to a selected activity Critiques global solutions
LEVEL THREE	<ul style="list-style-type: none"> Interprets and applies an understanding of cultural differences in a social situation Illustrates or dramatizes different cultural settings 	<ul style="list-style-type: none"> Interprets global systems Solves differences among community members
LEVEL TWO	<ul style="list-style-type: none"> Examines a situation from a different perspective Identifies and describes another's culture 	<ul style="list-style-type: none"> Uses external references to create a report Locates members of the global community
LEVEL ONE	<ul style="list-style-type: none"> Recognizes other points of view Lists cultural differences 	<ul style="list-style-type: none"> Understands events from a larger perspective Defines interrelationships between one's self and the larger community

Problem Solving

To select and use appropriate and effective approaches and tools in solving a wide variety of problems

	Gathering Information Identifies and gathers the appropriate information.	Problem Recognition Identifies the nature and scope of a problem; asks appropriate questions.	Creative Thinking Finds new relationships among facts, concepts, theories, and interpretations.	Systems Analysis Examines the possible interactions and connections various systems and determines the consequences of these interactions and connections.	Decision Making Evaluates various types of information to draw reasonable conclusions and defends these conclusions rationally.
LEVEL FIVE	<ul style="list-style-type: none"> Applies information/data gathered to another project 	<ul style="list-style-type: none"> Demonstrates an understanding of the problem. Links data, knowledge and insight to formulate the nature and scope of the problem Communicates the nature and scope of the problem in a precise, succinct manner. 	<ul style="list-style-type: none"> Formulates a creative explanation for the problem 	<ul style="list-style-type: none"> Achieves a broad and deep enough understanding of the patterns and relationships among the parts of the process underlying the problem to accurately access and predict how changing each will impact upon the others, thereby setting a sound basis for decision making regarding the problem. 	<ul style="list-style-type: none"> Predicts the consequences of the different possible decisions Evaluates the appropriateness of each possible decision
LEVEL FOUR	<ul style="list-style-type: none"> Interprets information/data Distinguishes among different types of sources and understands which sources are the most appropriate and why the sources are the most appropriate Integrates a variety of relevant sources into the project Assesses the credibility of the information/data 	<ul style="list-style-type: none"> Uses discipline-specific concepts and patterns to analyze information relevant to <i>potential</i> problem. Performs quantitative analysis Considers behavioral aspects Determines whether a real problem exists 	<ul style="list-style-type: none"> Interprets information/data Manages data and creates new relationships to address the problem 	<ul style="list-style-type: none"> Applies discipline-specific concepts and strategies to analyze and to examine the key interrelationships among the parts of the problem. 	<ul style="list-style-type: none"> Analyzes different possibilities Argues succinctly for one decision

LEVEL THREE	<ul style="list-style-type: none"> • Chooses the appropriate/best sources of information • Analyzes the information & data gathered in a critical manner • Recognizes patterns 	<ul style="list-style-type: none"> • Recognizes constraints to solving <i>potential</i> problem. • Lists constraints to solving the problem • Redefines the nature and scope of the problem 	<ul style="list-style-type: none"> • Analyzes problem in a way that develops new relationships among items of information/data 	<ul style="list-style-type: none"> • Recognizes and interprets patterns in the key interrelationships among the parts of the problem. 	<ul style="list-style-type: none"> • Evaluates different possible solutions • States pluses and minuses of each approach
LEVEL TWO	<ul style="list-style-type: none"> • Locates sources of information/data • Collects that information/data 	<ul style="list-style-type: none"> • Processes information relevant to <i>potential</i> problem. • Comprehends available information • Organizes available information 	<ul style="list-style-type: none"> • Discusses and explains the problem 	<ul style="list-style-type: none"> • Classifies and explains the key interrelationships among the parts of the problem. 	<ul style="list-style-type: none"> • Describes different possible solutions
LEVEL ONE	<ul style="list-style-type: none"> • Recognizes sources of information/data 	<ul style="list-style-type: none"> • Recognizes the nature and scope of <i>apotential</i> problem • Defines potential problem broadly • Lists potentially relevant material 	<ul style="list-style-type: none"> • Describes the problem 	<ul style="list-style-type: none"> • Recognizes key interrelationships among the parts of the problem. 	<ul style="list-style-type: none"> • Recognizes different possible solutions • States different possible solutions

Technology

To select and apply technology appropriately

	Selects Selects appropriate technology to accomplish a specific task, understands the applications, workings, and capabilities of current technology and explores developing technologies in order to select an appropriate technology to perform a specific task.	Applies Applies technology to perform a specific task; safely and efficiently apply technology to perform a task. The individual can monitor the performance of the technology and adjust it as necessary. The individual maintains and stores technology properly.
LEVEL FIVE	<ul style="list-style-type: none"> Selects appropriate combination of capabilities and technologies to meet needs of complex tasks. 	<ul style="list-style-type: none"> Implements appropriate combinations of capabilities and technologies to accomplish complex tasks.
LEVEL FOUR	<ul style="list-style-type: none"> Explores developing technology for advanced capabilities to increase effectiveness and efficiency in a specific task or tasks. 	<ul style="list-style-type: none"> Interprets and evaluates results. Proposes new applications of technology.
LEVEL THREE	<ul style="list-style-type: none"> Selects appropriate technology to accomplish a specific task. 	<ul style="list-style-type: none"> Analyzes task/technology relationship. Applies appropriate technology to accomplish a specific task.
LEVEL TWO	<ul style="list-style-type: none"> Understands applications, workings, and capabilities of available technologies to accomplish specific tasks. Understands requirements of the task. 	<ul style="list-style-type: none"> Manipulates technology for desired results.
LEVEL ONE	<ul style="list-style-type: none"> Identifies available technologies to accomplish a specific task. 	<ul style="list-style-type: none"> Understands technology applications available to accomplish a specific task.

Wellness

To cultivate habits that lead to holistic health and a well-balanced life.

	Self-Management Demonstrates self-directed commitment	Self-Worth Cultivates an intrinsic sense of personal value.
LEVEL FIVE	<ul style="list-style-type: none"> Assesses self-directed commitment. Integrates self-directed commitment in daily life. Designs high standards for quality and timeliness into personal work habits. Evaluates effectiveness / impact of personal choices on life style. 	<ul style="list-style-type: none"> Assesses intrinsic sense of personal value. Integrates intrinsic sense of personal value in daily life. Formulates life goals. Develops long-range personal goal/challenge, with steps towards achieving that goal.
LEVEL FOUR	<ul style="list-style-type: none"> Plans to integrate self-directed commitment. Analyzes multiple components necessary in complex tasks related to self-directed commitment. Analyze steps of a thoroughly pre-planned task. Examines effectiveness of personal work ethic/habits. Discriminates between effective and ineffective time management techniques. 	<ul style="list-style-type: none"> Analyzes multiple components of intrinsic sense of personal value. Discriminates between elements contributing to self worth and those detracting from self worth. Critiques personal commitment to integrate sense of personal value. Analyzes benefits of improving self-image. Assembles guidelines for maintaining positive self-image.
LEVEL THREE	<ul style="list-style-type: none"> Transforms self-directed commitment expectations into action. Solves problems that inhibit effective use of time. Chooses a well-balanced direction for personal growth. Illustrates ability to achieve a goal with an acceptable level of quality. Employs a well-planned course of action to meet personal obligations. 	<ul style="list-style-type: none"> Illustrates intrinsic sense of personal value. Transforms self-worth expectations into action. Applies individual strengths to a personal challenge. Illustrates ability to meet personal goals. Solves conflict between personal expectations and expectations of others.
LEVEL TWO	<ul style="list-style-type: none"> Describes self-directed commitment. Clarifies personal obligations. Explains elements needed for a well-balanced life. Discusses steps needed to meet commitments in a timely manner. Discusses steps needed to meet commitments with an acceptable level of quality. 	<ul style="list-style-type: none"> Describes intrinsic sense of personal value. Clarifies personal obligations. Discusses relationship between personal expectations and expectations of others.
LEVEL ONE	<ul style="list-style-type: none"> Recognizes importance of self-directed commitment. Defines personal self-directed expectations. Lists and prioritizes personal obligations. Defines time-line for meeting personal obligations. 	<ul style="list-style-type: none"> Recognizes importance of having sense of personal value. Defines personal values. Recognizes personal strengths. Lists personal goals.