

## Life-Long Learning

Students will utilize the skills indicative of an effective life-long learner actively pursuing knowledge and applying new information and skills in interdisciplinary approaches.

Artifact ID:

Review Team:

Date:

| Primary Traits  | Not Present | Developing  | Established  | Advanced  | Gen Ed Goal |
|---|-------------|---|--|---|-------------|
| <b>A position on a variety of issues</b>  |             | <b>Identifies</b><br>a position on an issue   | <b>Assesses</b><br>a variety of positions on an issue  | <b>Defends or refutes</b><br>a single position in light of others   | 4.a         |
| <b>Influence of context on knowledge and learning</b>   |             | <b>Identifies</b><br>contextual influences on knowledge and/or learning                             | <b>Explains</b><br>how context influences knowledge and/or learning  | <b>Selects</b><br>a preferred approach to knowledge and/or learning based upon context  | 12          |
| <b>The context of other viewpoints in developing arguments</b>  |             | <b>Identifies</b><br>alternative viewpoints which may or may not be relevant to an argument         | <b>Explains</b><br>how viewpoints may or may not be relevant to an argument  | <b>Defends or refutes</b><br>a variety of viewpoints in regard to a particular argument   | 8.a, b      |
| <b>One's own inter-disciplinary approach to learning</b>  |             | <b>Identifies</b><br>one's own inter-disciplinary approach to learning                              | <b>Explains</b><br>the basis for one's own inter-disciplinary approach to learning                                   | <b>Applies</b><br>One's own inter-disciplinary approach to learning   | 9.a         |
| <b>Uses information from outside resources responsibly</b>  |             | <b>Accesses</b><br>Information to articulate a position   | <b>Evaluates</b><br>information used to articulate a position  | <b>Applies</b><br>information in articulating a position  | 4.a         |
| <b>The value of literacy and art as it affects individuals or society<br/>- AND/OR-</b>                     |             | <b>Describes</b><br>a literary or artistic work   | <b>Explains</b><br>the value of a literary or artistic work to individuals and/or society                            | <b>Defends or refutes</b><br>the value of a literary or artistic work to individuals and/or society                                   | 1.a         |
| <b>Individuals or events that have shaped the world<br/>- AND/OR-</b>                                       |             | <b>Describes</b><br>an individual or event that shaped the world                                    | <b>Explains</b><br>how an individual or event shaped the world   | <b>Defends or refutes</b><br>the value of an individual's or event's effect on the world  | 1.b         |
| <b>Scientific and/or mathematical Principles or concepts that influence the natural world<br/>- AND/OR-</b> |             | <b>Describes</b><br>a scientific or mathematical concept  | <b>Explains</b><br>the value of a scientific or mathematical concept to individuals and/or society                   | <b>Applies</b><br>a scientific or mathematical concept to a real world problem  | 1.c         |
| <b>Relevance of science and/or technology to society and/or individuals.</b>                                |             | <b>Describes</b><br>a scientific or technological application to society and/or individuals         | <b>Explains</b><br>the value of a scientific or technological application to society and/or individuals              | <b>Predicts/Compares</b><br>the influence of scientific or technological application will have/has had on society and/or individuals. | 1.d         |
| <b>Self-Reflection (Elective)</b>   |             | <b>Identifies</b><br>their own experience(s) with critical inquiry or solving problems              | <b>Explains</b><br>a lesson which was learned from their own experience(s) with critical inquiry or solving problems | <b>Predicts</b><br>how lessons learned will influence future thoughts/actions   | UAS         |
| <b>Discipline knowledge (Elective)</b>  |             | <b>Identifies</b><br>disciplinary knowledge relevant to a critical inquiry or problem solving topic | <b>Explains</b><br>how disciplinary knowledge supports a critical inquiry or problem solving topic                   | <b>Compares</b><br>various sources of disciplinary knowledge as related to a critical inquiry or problem solving topic                | UAS, 3      |

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Please select the Primary Trait reviewed:

- Literacy and art – 1.a
- Individuals and events – 1.b
- Science and math principles– 1.c
- Relevance of science or technology- 1.d