

Student Expectation Exemplars

USE OF KNOWLEDGE	PROBLEM SOLVING	USE OF COMMUNICATION
<p>Demonstrates Knowledge</p> <ul style="list-style-type: none"> • Demonstrates consistent retention and understanding of information; • Has mastered subject matter in the course <p>Applies Knowledge</p> <ul style="list-style-type: none"> • Demonstrates consistent ability to use information, methods, concepts • Consistently applies theories in new situations; • Consistently solves problems using required skills or knowledge. <p>Synthesizes Knowledge</p> <ul style="list-style-type: none"> • Demonstrates consistently ability to generalize from given facts; • Consistently relates knowledge from several areas; • Consistently predicts, or draws conclusions; • Confidently and consistently uses old ideas to create new ones <p>Evaluates Knowledge</p> <ul style="list-style-type: none"> • Demonstrates consistent ability to compare and discriminate between ideas; • Consistently assesses the value of theories and presentations; • Consistently makes choices based on reasoned argument; • Consistently verifies the value of evidence and recognize subjectivity. 	<p>Understands the Problem</p> <ul style="list-style-type: none"> • Identifies the goal and states essential questions that show consideration of the key elements of the problem • Clearly articulates the problem • Identifies and describes constraints or limiting conditions to solving the problem • Explains how constraints or limiting conditions are obstacles to solving the problem <p>Plans to Solve the Problem</p> <ul style="list-style-type: none"> • Brainstorms strategies • Evaluates options, taking into account the advantages and disadvantages of each based on constraints and limiting conditions • Challenges self to try new and different solutions • Determines information needed to solve the problem • Develops a hypothesis <p>Carries out the Plan</p> <ul style="list-style-type: none"> • Actively seeks information needed to solve the problem • Follows through on chosen strategy • Monitors the implications of action taken. • Revises strategy if the situation arises • Shifts strategy or the analysis of the statement of the problem as new information becomes available <p>Evaluates the Results</p> <ul style="list-style-type: none"> • Analyses and interprets the information collected, drawing reasonable inferences based on data • Modifies the hypothesis as necessary • Designs criteria for and evaluates the effectiveness of the selected strategy • Assesses the value of the solution and whether results are coherent, logical, realistic and practical <p>Communicates the Findings</p> <ul style="list-style-type: none"> • Communicates findings based on ConVal Quality Standards of Effective Communication 	<p>MASTERY LEVEL OF WRITTEN COMMUNICATION</p> <ul style="list-style-type: none"> • Mature awareness of audience and task • Clear, effective, and thoughtful articulation of a central purpose or thesis • Exemplary organization and logical development of main ideas • Descriptive and varied use of language and vocabulary • Use of relevant, accurate, and interesting details and/or visuals to support a main point • Excellent, error-free use of grammar, mechanics, transitional devices, sentence and paragraph structure • Effective use of the writing process to produce increasingly improved drafts • Compelling personal voice that engages the reader • Insightful and/or original analysis of sufficiently limited topic • Identifiable evidence of original and/or creative thought • Planned process for feedback to support future learning, thinking, and growing <p>MASTERY LEVEL OF ORAL COMMUNICATION</p> <ul style="list-style-type: none"> • Mature identification of audience and task • Clever introduction, clearly articulated thesis, and dynamic overview of purpose • Exemplary organization and logical development of main ideas • Persuasive support and/or defense of ideas in a public forum • Thoroughly preparation • Message enhanced by using body language, eye contact, pace, and vocal pitch in varied and appropriate ways • Excellent, error-free use of grammar and mechanics • Orchestrated use of rich words and multiple examples to prove point(s) • Use of appropriate and effective visual aids (charts, graphs, cartoons) to clarify message • Original and/or creative presentation • Keen awareness of and response to verbal and nonverbal cues from audience • Conclusion that links main ideas to the introductory thesis • Audience convinced and captivated throughout the presentation • Planned process for feedback to support learning, thinking, and growing <p>MASTERY LEVEL OF MULTI-MEDIA COMMUNICATION</p> <ul style="list-style-type: none"> • Mature identification of audience and task • Resourceful gathering and use of materials to convey message • Varied and effective use of skills and media to convey meaning • Evidence of original and/or creative medium to convey a message • Substantial impact of materials and message on audience • Planned process for feedback to support future learning, thinking and growing <p>MASTERY LEVEL OF PERFORMANCE COMMUNICATION</p> <ul style="list-style-type: none"> • Sophisticated theme or message appropriate to audience • Engaging use of personal talent to articulate theme • Original, creative expression in delivery including body language, posturing and gestures, stage presence • Sophisticated use of skills unique to the performance (dance, drama, music) • Exciting personal connection between performer and audience

