

Survey of Goals for Student Learning

Six Quality Indicators of Fully-Competent Students*

Levels of performance from the downloadable rubric booklet on the NSSE website

*Adapted from Level 3 on a scale of 4=Exemplary to 0=No Evidence



Indicators	4	3	2	1	0
	Students demonstrate an exemplary level of achievement	Students demonstrate a fully-competent level of achievement	Evidence of progress exists, but students are not yet satisfying the expectations for fully-competent performance	Initial stages of development are evident; students demonstrate low levels of achievement	No evidence of achievement at this time

SCHOOLWIDE GOALS FOR STUDENT LEARNING

Learning-to-Learn Skills

Quality Work and Striving For Excellence

- Understand and pursue learning goals and tasks
- Ask for and respond to feedback from other sources
- Show determination and remain on task until work is completed
- Use external standards to provide guidance

Use of a Variety of Learning Strategies

- Use a variety of learning strategies
- Apply prior knowledge within a specific context
- Use time management and personal skills (e.g., flexibility, perseverance, goal setting, planning)
- Complete work with little or no prompting

Student Evaluation of Learning to Improve Skills

- Examine their work using teacher-generated criteria
- Use performance criteria to enhance the quality of their work
- Identify learning strengths and limitations and develop strategies for improvement

Expanding and Integrating Knowledge

Knowledge and Skills Connections

- Locate relevant information from multiple subject areas that relate to a specific topic or problem
- Recognize different discipline-based perspectives on a specific topic or problem
- Identify explicit relationships among concepts and processes and across subject areas

Expansion of Knowledge and Understanding

- Apply prior knowledge from multiple subject areas to develop new knowledge and skills
- Show an understanding of expanded knowledge and skills by connecting information from multiple subject areas

Integrated Knowledge and Skills

- Identify multidisciplinary knowledge and skill connections to develop strategies, solve problems, and complete tasks
- Propose solutions to problems based on knowledge and skills from various subject areas
- Analyze proposed solutions or strategies for bias and relevance
- Evaluate the effectiveness of solutions

Communication Skills

Clear and Purposeful Communication

- Communicate clearly, logically, and in an organized manner to serve an intended purpose
- Analyze communication for audience response and make needed adjustments

Integration of Communication Forms

- Use and integrate diverse methods of communication
- Listen to others' ideas
- Clarify thoughts to ensure that ideas are understood

Recognition, Analysis, and Evaluation of Communication Forms

- Respond to various forms of verbal and non-verbal communication
- Use criteria to evaluate, as well as strategies to improve, their communication



SCHOOLWIDE GOALS FOR STUDENT LEARNING (Cont'd)

Thinking and Reasoning Skills

Gain New Knowledge, Organize Information, Support Inferences, and Justify Conclusions

- Gain new knowledge by analyzing, combining, and drawing inferences from collected data
- Place new information and knowledge into categories that can be clearly described
- Accurately interpret new information and knowledge
- Use logic and evidence to justify appropriate conclusions

Evaluation and Refinement of Problems

- Accurately define a problem in multiple contexts by using teacher-generated criteria
- Develop problem-solving strategies which include evaluating alternatives, creating a timeline, and identifying resources and action steps
- Implement and monitor their problem-solving strategies, making revisions as necessary
- Evaluate problem-solving strategies to show an understanding of the process

Produce Creative Ideas

- Use prior knowledge and skills to create innovative ideas, products, or performances in multiple contexts
- Exceed conventional work boundaries and demonstrate originality

Interpersonal Skills

Work with Others

- Remain on task while actively participating in a variety of groups
- Are open to ideas and suggestions from others to set and achieve goals

Management of Self in Groups

- Use positive group behaviors (e.g., leading, reinforcing, summarizing, and negotiating)
- Evaluate their own group behavior using teacher-generated criteria
- Listen to and summarize opinions or beliefs that differ from their own

Constructive Management of Conflict

- Analyze diverse opinions to identify common issues or shared beliefs that others hold
- Use common issues or shared beliefs as a basis for further interactions

Personal and Social Responsibility

Personal Responsibility

- Accept responsibility for their actions
- Act ethically and with integrity

Respect

- Demonstrate self-respect as well as an understanding and appreciation for personal abilities and beliefs
- Demonstrate respect for others and appreciate the diversity and interdependence of all people

Global and Environmental Issues

- Understand major global and environmental issues facing today's world
- Identify appropriate responses and/or actions to address critical global and environmental issues

Responsible Citizens

- Describe the major rights and responsibilities of citizenship
- Participate in a variety of activities that demonstrate responsible citizenship

