

***Learns Actively***  
*Approved 3/8/17*

*The engaged student participates directly in learning activities. The learner:*

| <b>Performance Indicators</b>                            | <b>Capstone (4)</b>  | <b>Milestone (3)</b>   | <b>Milestone (2)</b>   | <b>Benchmark (1)</b>  |
|--|--|--|--|---|
| <p>(1) Takes responsibility for his/her own learning</p> | <p>Consistently involved through meaningful contributions to learning activities such as class discussions, small group work, and lab and/or clinical experiences.</p> <p style="text-align: center;"><b><i>OR</i></b></p> <p>Completes required work and generates and independently pursues opportunities to expand knowledge, skills, and abilities.</p> <p style="text-align: center;"><b><i>OR</i></b></p> <p>Sees larger context of what they are learning by making connections to previous learning within this course, other curriculum, and other life experience; and successfully applies that knowledge and skills.</p> | <p>Consistently participates in learning activities such as class discussions, small group work, and lab and/or clinical experiences.</p> <p style="text-align: center;"><b><i>OR</i></b></p> <p>Completes required work and pursues, with prompting, opportunities to expand knowledge, skills, and abilities.</p> <p style="text-align: center;"><b><i>OR</i></b></p> <p>Occasionally makes connections to previous learning within this course, other curriculum, and other life experience; and attempts to apply that knowledge and skills.</p> | <p>Moderately involved in learning activities such as class discussions, small group work, and lab and/or clinical experiences.</p> <p style="text-align: center;"><b><i>OR</i></b></p> <p>Completes required work and identifies, but does not act on, opportunities to expand knowledge, skills, and abilities.</p> <p style="text-align: center;"><b><i>OR</i></b></p> <p>Makes references to previous learning within this course and attempts to apply that knowledge and skills.</p> | <p>Involved, to the extent required, in learning activities such as class discussions, small group work, and lab and/or clinical experiences.</p> <p style="text-align: center;"><b><i>OR</i></b></p> <p>Completes required work.</p> <p style="text-align: center;"><b><i>OR</i></b></p> <p>Makes vague references to previous learning but does not apply knowledge and skills.</p> |

| Performance Indicators   | Capstone (4)  | Milestone (3)   | Milestone (2)  | Benchmark (1)  |
|--|---|---|--|--|
| (2) Uses effective learning strategies                           | Consistently applies effective learning strategies such as: <ul style="list-style-type: none"> <li>• recognizing when a strategy is not working and changing approach</li> <li>• using peer critiques</li> <li>• self-analyzing when they have a problem and asking questions</li> <li>• gathering and storing information in an organized manner.</li> </ul>   | Inconsistently applies effective learning strategies.   | Recognizes, but has difficulty applying, effective learning strategies.  | Has difficulty recognizing and applying effective learning strategies.   |
| (3) Reflects on effectiveness of his/her own learning strategies | Identifies individual strengths and weaknesses in learning and accurately evaluates the effectiveness of their learning strategies, such as: <ul style="list-style-type: none"> <li>• identifies specific areas of difficulty and formulates appropriate questions</li> <li>• identifies what they might have done differently with a project or what they might do differently in future projects</li> <li>• learns from difficulties as well as from successes</li> <li>• Evaluates changes in own learning over time, recognizing complex contextual factors, such as working with ambiguity and risk and dealing with frustration.</li> </ul> | Identifies individual strengths and weaknesses in learning but sometimes inaccurately evaluates the effectiveness of their learning strategies. | Identifies individual strengths and weaknesses in learning but does not evaluate the effectiveness of their learning strategies. | Has difficulty identifying strengths and weaknesses in learning and has difficulty evaluating their learning strategies. |