



ABILITIES - SKILLS – LEVELS

Valley City State University

Abilities and Skills

ABILITIES	SKILLS
Aesthetic Engagement	<ul style="list-style-type: none"> • Receptivity • Responsiveness
Collaboration	<ul style="list-style-type: none"> • Positive Interdependence • Leadership
Communication	<ul style="list-style-type: none"> • Written • Visual • Spoken • Performance
Effective Citizenship	<ul style="list-style-type: none"> • Provides Service to Others • Teaches Others • Facilitates Change
Global Awareness	<ul style="list-style-type: none"> • Works with Diversity • Understands System Interrelationships
Problem Solving	<ul style="list-style-type: none"> • Research • Creative/Critical Thinking • Systems Analysis
Technology	<ul style="list-style-type: none"> • Computational and Communication Technology • General Technology
Wellness	<ul style="list-style-type: none"> • Self-Management • Self-Worth

Skill Levels

For all 20 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 Develop an increased understanding and appreciation of creative human endeavor

Skills:	Receptivity Listens, views and reads with imagination and understanding	Responsiveness Uses understanding 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 to reach a common goal

Skills:	Positive Interdependence Understands responsibility and acts appropriately to promote group's success	Leadership Delegates and demonstrates accountability for the group's success
LEVEL FIVE	<ul style="list-style-type: none"> Evaluates group success. Evaluates individual contributions of the group. 	<ul style="list-style-type: none"> Empowers members of the group to assess situations and report own value judgments. Evaluates leadership of self and others. Demonstrates the ability to adapt leadership 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. Self assesses group contributions. Develops effective interpersonal relationships. 	<ul style="list-style-type: none"> Identifies the strengths and weaknesses of group members to promote success. Executes/implements an organized plan for the group. Delegates responsibility. Demonstrates effective interpersonal skills to achieve group results.
LEVEL THREE	<ul style="list-style-type: none"> Recognizes, chooses and plies appropriate behaviors in the group. Contributes to the cohesiveness of the group 	<ul style="list-style-type: none"> Recognize strength and weaknesses of group. Provide direction for group members.
LEVEL TWO	<ul style="list-style-type: none"> Identifies and creates group goals Classifies, describes, discusses and shows relevant information in a reliable manner. 	<ul style="list-style-type: none"> Treats group members with respect. Keep group on task.
LEVEL ONE	<ul style="list-style-type: none"> Recognizes the importance of working together Identifies necessary group tasks. 	<ul style="list-style-type: none"> Recognizes importance of leadership. Defines leadership role within a group.

Communication

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

Skills:	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 such as video, digital, and PowerPoint presentations.	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
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"> • 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. • Analyzes personal progress in written medium 	<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. • Analyzes personal progress in spoken medium 	<ul style="list-style-type: none"> • Creates visual information • Integrates visual information • Analyzes personal progress in visual medium 	<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"> • Selects visual information that communicates discipline-specific concepts and strategies. • Interprets visual information that communicates discipline-specific concepts and strategies. • Illustrates discipline-specific concepts and strategies visually. 	<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 actively involved in improving the community and the environment

Skills:	Provides Service	Teaches Others	Facilitates Change
LEVEL FIVE	<ul style="list-style-type: none"> Evaluates one's own service learning experience. Analyzes organizations' activities, especially outcomes and results. Assesses and evaluates ways to improve the effectiveness and success of goals of a service organization 	<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. Provides service & reflects on the importance of service work 	<ul style="list-style-type: none"> Analyzes and debates different service strategies, philosophies, and processes. Analyzes one's own performance in a teaching capacity. 	<ul style="list-style-type: none"> Assembles an action plan. Experiments with solutions. Initiates an action plan. Analyzes one's own performance as a "Change agent".
LEVEL THREE	<ul style="list-style-type: none"> Actively participates in a service learning capacity. 	<ul style="list-style-type: none"> Dramatizes or role-plays a human needs issue or environmental concern. Facilitates creating a productive learning environment. 	<ul style="list-style-type: none"> Formulates an action plan for addressing community problems. Participates on one's own or in an organization to facilitate change.
LEVEL TWO	<ul style="list-style-type: none"> Differentiates and compares service learning 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/or environmental problems and concerns. Discusses ideas about human needs, environmental problems, or 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 learning, 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 or environmental problems in the community and on campus. 	<ul style="list-style-type: none"> Identifies human or environmental problems in the community. Recognizes community and campus concerns in the area of human needs or environmental needs. Identifies key elements of the democratic process.

Global Awareness

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

Skills:	Works with Diversity Demonstrates awareness and respect for diversity	Understands Systems Interrelationships Can identify interrelationships between self, immediate community, and the environment and the global community.
LEVEL FIVE	<ul style="list-style-type: none"> • Applies principles of diversity to entirely new settings • Formulates experiments to assess/evaluate environmental or biodiversity 	<ul style="list-style-type: none"> • Formulates outcomes of global situations • Develops alternative solutions • Integrates, formulates, and relates experimental or ecosystem knowledge to new situations
LEVEL FOUR	<ul style="list-style-type: none"> • Examines and critiques cultural perspectives • Appreciates the values of different perspectives • Critiques policies & Actions that impact biodiversity 	<ul style="list-style-type: none"> • Plans and assembles a global perspective to a selected activity • Critiques global solutions • Plans and experiments with natural systems
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 • Analyzes or dramatizes human impact on biodiversity 	<ul style="list-style-type: none"> • Interprets global systems • Solves differences among community members • Examines own role and impact on nature
LEVEL TWO	<ul style="list-style-type: none"> • Examines a situation from a different perspective • Identifies and describes another's culture • Examines the importance and value of a diverse environment. 	<ul style="list-style-type: none"> • Uses external references to create a report • Locates members of the global community • Explains and describes the interrelationships in nature
LEVEL ONE	<ul style="list-style-type: none"> • Recognizes other points of view • Lists cultural differences • Recognizes the interrelatedness of elements in nature 	<ul style="list-style-type: none"> • Understands human events and ecosystems 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

Skills:	Research Ability to locate and gather appropriate data	Creative/Critical Thinking Finds, evaluates, and examines new relationships among facts, concepts, theories, and interpretations	Systems Analysis Examines the possible interactions and connections various systems and determines the consequences
LEVEL FIVE	<ul style="list-style-type: none"> Develops a design for research Appropriate use of data/sources to build a logical argument Creates a valid and coherent approach to research Knows how to critically evaluate various types of sources and their authors Applies research abilities to other settings 	<ul style="list-style-type: none"> Analyzes and interprets the data in a logical, sequential, systematic, and rational manner Points out and sees logical contradictions Sees new or alternative relationships between particular closely related issues Integrates personal understanding and interpretation Appropriate synthesis of data 	<ul style="list-style-type: none"> Applies knowledge to other systems Thorough understanding of patterns and relationships among the various parts Has a sound basis for the decisions making process Demonstrates the rationale for and builds a logical argument for the desired decision
LEVEL FOUR	<ul style="list-style-type: none"> Demonstrates solid understanding of the information from different vantage points Integrates a variety of sources into a cohesive work Demonstrates the ability needed for competent research Rational and reasonable argument Appropriate understanding of primary, secondary, and tertiary sources 	<ul style="list-style-type: none"> Demonstrates thorough understanding of the complexity of the problem or issue Applies logic and reason Analysis problem in a way that develops a new relationship among its various parts 	<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 Considers behavioral aspects to systems analysis Determines whether a real problem exists
LEVEL THREE	<ul style="list-style-type: none"> Analyzes information and data Evaluates and chooses appropriate/best sources of information Is able to chose from the best sources available to make a sound decision or argument 	<ul style="list-style-type: none"> Can see the interrelationship between similar problems Sees natural correlation to problems Clear grasp and understanding of the scope of the problem 	<ul style="list-style-type: none"> Recognizes and interprets patterns in key interrelationships among the parts of the problem Evaluates different possible solutions Sees the positive and negative affects that might result from various decisions
LEVEL TWO	<ul style="list-style-type: none"> Can locate sources from a variety of places Can distinguish between primary, secondary, and tertiary sources Organizes information into a coherent unity 	<ul style="list-style-type: none"> Discusses and explains the problem from alternative viewpoints Understands complexity of problem 	<ul style="list-style-type: none"> Classifies and explains the key interrelationships among the parts of the problem Organizes available information
LEVEL ONE	<ul style="list-style-type: none"> Gathers appropriate information and source material to explain a problem/issue Understands how others have solved the issue 	<ul style="list-style-type: none"> Demonstrates knowledge of the problem factually Describes the problem to be solved Recognizes the problem 	<ul style="list-style-type: none"> Recognizes key interrelationships among the parts of the problem Understands the use of system analysis

Technology Literacy

Use technological tools and processes to improve learning, productivity, and/or performance.

Skills:	Computational and Communication Technology: Responsibly, appropriately, and effectively uses technology to discover, investigate, create, access, manage, and communication information.	General Technology: (all other forms of technology) Responsibly, appropriately, and effectively uses technology to discover, investigate, or create.
LEVEL FIVE	<ul style="list-style-type: none"> • Uses multiple informational technologies at an advanced level to accomplish complex tasks • Critically analyzes the scope and limitations of technology as a tool 	<ul style="list-style-type: none"> • Uses multiple applied technologies at an advanced level to accomplish complex tasks • Critically analyzes the scope and limitations of technological instruments in research and elsewhere
LEVEL FOUR	<ul style="list-style-type: none"> • Integrates appropriate combinations of technologies • Proficiently collects information • Evaluates technology sources for validity and reliability 	<ul style="list-style-type: none"> • Integrates appropriate combinations of technological tools • Proficiently applies instruments of technology in research • Interprets, analyzes, and evaluates results
LEVEL THREE	<ul style="list-style-type: none"> • Understands application, working, and capabilities of available technologies to accomplish specific tasks • Applies more than one form of technology in a single project • Analyzes the role and impact of technology in society 	<ul style="list-style-type: none"> • Applies more than one form of technology tools to a task • Demonstrates an understanding of the role of technology in research, education, and other areas • Analyzes the role and impact of technology in society
LEVEL TWO	<ul style="list-style-type: none"> • Applies appropriate technology for the task • Demonstrates a working knowledge of the technology 	<ul style="list-style-type: none"> • Applies and manipulates appropriate technology • Demonstrates a working knowledge of appropriate technological tools
LEVEL ONE	<ul style="list-style-type: none"> • Selects and identifies appropriate technology for the task • Locates information from a variety of places-sources using technology 	<ul style="list-style-type: none"> • Selects and identifies appropriate technology for the task • Identifies discipline specific technological instruments and tools

Wellness

To make constant and deliberate choices that lead to a well-balanced life.

Skills:	Self-Management Demonstrates self-directed commitment	Self-Worth Cultivates an intrinsic sense of personal value.
LEVEL FIVE	<ul style="list-style-type: none"> Integrates self-directed commitment in daily life. Assesses self-directed commitment. 	<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"> Examines effectiveness of personal choices 	<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"> Choose a well-balanced direction for personal growth Applies 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 steps and elements needed for a well-balanced life 	<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 	<ul style="list-style-type: none"> Recognizes importance of having sense of personal value. Defines personal values and goals in light of personal strengths