Demonstrate that they have acquired knowledge necessary for the continuing study of the world's peoples, arts, environments, literatures, sciences and institutions.

	1	2	3	4
Connections between formal (ie curricular) learning experiences	Does not make connections between formal learning experiences.	Makes connections between highly similar formal learning experiences.	Makes connections between formal learning experiences even when they are not highly similar to create new ideas.	Makes connections between formal learning experiences even when they are not highly similar to generate truly innovative and creative observations.
Connections between formal (ie curricular) and informal (ie co-curricular or non-curricular) learning experiences	Does not make connections between formal and informal learning experiences.	Makes connections between highly similar formal and informal learning experiences.	Makes connections between formal and informal learning experiences even when they are not highly similar to create new ideas.	Makes connections between formal and informal learning experiences even when they are not highly similar to generate truly innovative and creative observations.
Reflective learning	Reviews prior learning (past experiences inside and outside the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside the classroom) with modest depth, revealing slightly clarified meaning or indicating a somewhat broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside the classroom) in depth, revealing substantially clarified meaning or indicating notably broader perspective about educational or life events.	Reviews prior learning (past experiences inside and outside the classroom) in depth, revealing substantially fuller meaning or indicating significantly broader perspective about educational or life events.
Independent pursuit of knowledge	Educational interests and pursuits and course taking are driven by graduation and course requirements.	Course taking driven by graduation requirements, but within courses student educational interests and pursuits begin to transcend assignments.	Both in courses taken and in approach to work within a given course, educational interests and pursuits transcend requirements.	Educational interests and pursuits exist and flourish outside curricular requirements.