

Goals and Assessment Rubrics of the ATU Experience Curriculum

A. Communication

1. Written (current ATU rubric)
2. Oral (example rubric)

B. Scientific & Quantitative Reasoning

3. Mathematics (example rubric)
4. Scientific Method (current ATU rubric)
5. Technology (example rubric)

C. Social & Cultural Contexts

6. U.S. History & Government (example rubric)
7. Social Sciences (example rubric)
8. Fine Arts & Humanities (current ATU rubric)
9. Civic Engagement (current ATU rubric)
10. Diversity & Equity (current ATU rubric)
11. Global Perspectives (example rubric)

D. Life Skills

12. Critical/Creative Thinking (current ATU rubric)
13. Ethical Perspectives (example rubric)
14. Leadership (example rubric)
15. Financial Resources (example rubric)
16. Wellness (example rubric)

Undergraduate Written Communication Rubric

<i>Performance Dimension</i>	<i>Exceeds Expectations</i>	<i>Meets Expectations</i>	<i>Does Not Meet Expectations</i>
<p style="text-align: center;">Organization/Format</p> <ol style="list-style-type: none"> 1. Written assignment is well organized/flows logically 2. Written assignment includes appropriate transitions between sections/ideas 3. Written assignment uses appropriate sources to support ideas/thoughts 4. Written assignment includes proper headings/subheadings 5. Bullet points/lists are used appropriately <p style="text-align: center;">Content</p> <ol style="list-style-type: none"> 1. Content is relevant to assignment 2. Content is current (i.e., not outdated) 3. Content meets all assignment requirements 4. Content presents all main ideas/topics clearly 5. Content presents all main ideas/topics concisely 6. Content does not include "filler" <p style="text-align: center;">Grammar/Vocabulary</p> <ol style="list-style-type: none"> 1. Student used proper punctuation 2. Student did not have any misspelled words 3. Student did not have any subject/verb disagreements. 4. Student used proper capitalization. 5. Student used vocabulary appropriately/made proper word choices 6. Student wrote in proper "voice" as required by assignment <p style="text-align: center;">Citations</p> <ol style="list-style-type: none"> 1. Student used quality sources. 2. All direct quotes are properly referenced in the body of the paper. 3. All paraphrased information is properly referenced in the body of the paper. 4. Student appropriately followed APA documentation requirements for type of assignment 			

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

QUANTITATIVE LITERACY VALUE RUBRIC
for more information, please contact value@aacu.org

for more information, please contact value@aacu.org



Definition

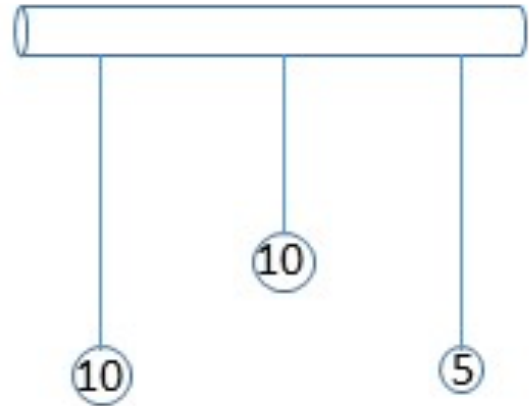
Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

Identify Hypothesis and Classify Relevant Variables

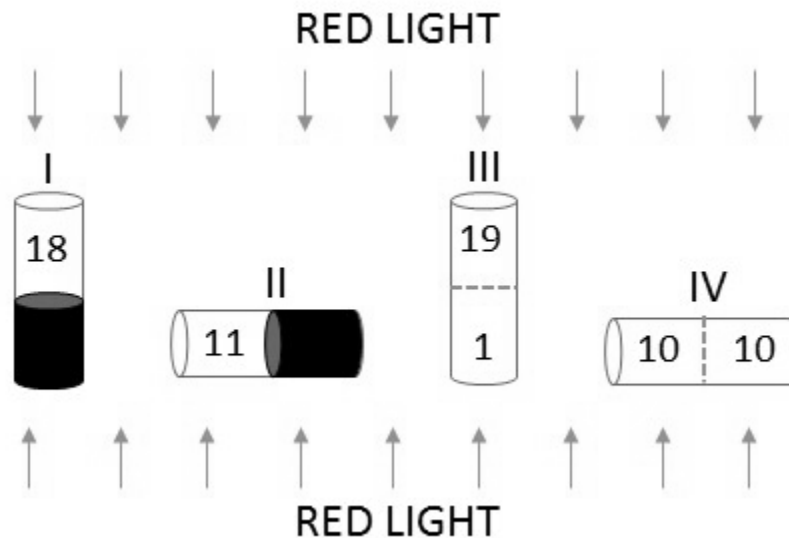
At the right are drawings of three strings hanging from a bar. The three strings made from identical material have metal weights attached to their ends. String 1 and String 3 are the same length. String 2 is shorter. A 10 unit weight is attached to the end of String 1. A 10 unit weight is also attached to the end of String 2. A 5 unit weight is attached to the end of the String 3. The strings (and attached weights) can be swung back and forth, and the time it takes to make a swing can be timed.



1. Which of the following statements would be an appropriate hypothesis for an experiment that only uses strings 1 and 2?
 - a. The time it takes to swing back and forth is different on the moon than on Earth.
 - b. The time it takes to swing back and forth is different for different string materials.
 - c. The length of the string affects the time it takes to swing back and forth.
 - d. The weight on the string affects the time it takes to swing back and forth.
2. For an experiment that uses only strings 1 and 2, what are possible independent and dependent variables?
 - a. The independent variable would be the force of gravity, and the dependent variable would be the time for the back and forth swing.
 - b. The independent variable would be the density of the string, and the dependent variable would be the time for the back and forth swing.
 - c. The independent variable would be the length of the string, and the dependent variable would be the time for the back and forth swing.
 - d. The independent variable would be the weight on the string, and the dependent variable would be the time for the back and forth swing.

Formulate Reasonable Explanations

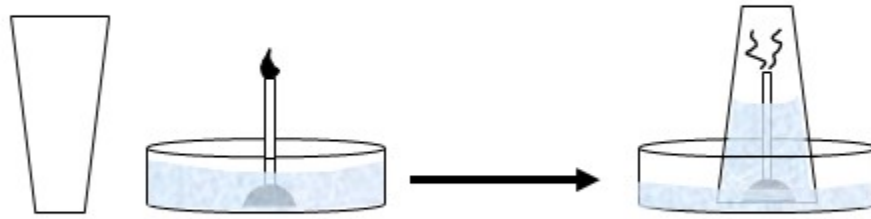
Twenty fruit flies are placed in each of four glass tubes. The tubes are sealed. Tubes I and II are partially covered with black paper; Tubes III and IV are not covered. The tubes are placed as shown. Then they are exposed to red light for five minutes. The number of flies in the uncovered part of each tube is shown in the drawing.



3. This experiment shows that flies respond to (respond means move to or away from):
 - a. red light but not gravity
 - b. gravity but not red light
 - c. both red light and gravity
 - d. neither red light nor gravity
4. because
 - a. most flies are in the upper end of Tube III but spread about evenly in Tube II.
 - b. most flies did not go to the bottom of Tubes I and III.
 - c. the flies need light to see and must fly against gravity.
 - d. the majority of flies are in the upper ends and in the lighted ends of the tubes.
 - e. some flies are in both ends of each tube.

Evaluate Experimental Design

The figure below at the left shows a drinking glass and a burning birthday candle stuck in a small piece of clay standing in a pan of water. When the glass is turned upside down, put over the candle, and placed in the water, the candle quickly goes out and water rushes up into the glass (as shown at the right).



This observation raises an interesting question: Why does the water rush up into the glass?

Here is a possible explanation. The flame converts oxygen into carbon dioxide. Because oxygen does not dissolve rapidly into water but carbon dioxide does, the newly formed carbon dioxide dissolves rapidly into the water, lowering the air pressure inside the glass.

5. Suppose you have the materials mentioned above plus some matches and some dry ice (dry ice is frozen carbon dioxide). Using some or all of the materials, how could you test this possible explanation?
 - a. Saturate the water with carbon dioxide and redo the experiment noting the amount of water rise.
 - b. The water rises because oxygen is consumed, so redo the experiment in exactly the same way to show water rise due to oxygen loss.
 - c. Conduct a controlled experiment varying only the number of candles to see if that makes a difference.
 - d. Suction is responsible for the water rise, so put a balloon over the top of an open-ended cylinder and place the cylinder over the burning candle.
 - e. Redo the experiment, but make sure it is controlled by holding all independent variables constant; then measure the amount of water rise.
6. What result of your test (mentioned in #21 above) would show that your explanation is probably wrong?
 - a. The water rises the same as it did before.
 - b. The water rises less than it did before.
 - c. The balloon expands out.
 - d. The balloon is sucked in.

Essential Skill: Information & Digital Literacy

Courses that include the skill of information and digital literacy should begin to prepare students for upper division college courses, the workplace, and civic life. Informational literacy spans across genres and content within the general education core, and as such is not tied to a specific media or format. A course focused on information and digital literacy as an essential skill should encompass three of the four component skills listed below.

The Information & Digital Literacy essential outcomes were adapted from the Association of College and Research Libraries (ACRL) [Framework for Information Literacy for Higher Education](#) and the *NMHED Essential Skills Rubric*.

Dimension	0 = No Evidence	1 = Emerging	2 = Developing	3 = Proficient
Authority and Value of Information: Recognize the interdependent nature of the authority and value of information and use this knowledge ethically when selecting, using, and creating information.	No evidence of authority and value of information.	A recognition that information is produced by individuals and communities who may or may not be reliable and who may have a particular point of view is present, but with minimal further evaluation.	In recognition of a variety of authority and points of view, established criteria are used to evaluate information, formats, and sources	Different types of authorities are evaluated to differentiate between reliable and convenient information; a recognition exists that knowledge builds upon itself, and credit is attributed.
Digital Literacy: Understand, communicate, compute, create, and design in digital environments.	No evidence or familiarity with digital devices and/or platforms.	An ability to use common digital devices and/or platforms is evident.	Appropriate applications to create and effectively communicate are selected and used; common digital education and social communication platforms are used; current basic digital tools are used.	Fluency in using common digital education and social communication platforms is demonstrated; digital media is designed; fluency in using current digital tools, including identifying errors or misleading information, is apparent.
Information Structures: Select, use, produce, organize, and share information employing appropriate information formats, collections, systems, and applications.	No evidence of employing appropriate information formats, collections, systems, and applications.	Basic features and functions of common information formats, collections, systems, and applications are articulated; the ability to search collections and systems using keywords and simple search strategies is demonstrated.	It is evident that information formats, collections, systems, and applications that best match the relevant information needs have been selected and used; the ability to search collections and systems using advanced iterative search strategies are demonstrated.	Applications to create and organize content into appropriate information formats and systems are used; there is recognition and explanation of how information is communicated using distinct formats created for a purpose; a recognition that information systems organize and disseminate formats themselves is evident.
Research as Inquiry: Engage in an iterative process of inquiry that defines a problem or poses a question and through research generates a reasonable solution or answer.	There is no evidence of research as an iterative process of inquiry.	There is evidence that a problem has been defined or a question has been posed.	The ability to locate and evaluate relevant information about the defined problem or question posed is evident.	An appropriate scope for an investigation is defined, research questions are formulated and are reframed based on new information; and/or ideas gathered from multiple sources are analyzed, evaluated, and synthesized to draw reasonable conclusions.

History



Each General Education category is grounded in a set of learning outcomes. For the full set of learning outcomes for Cultural Competence courses see: www.gened.umd.edu
This rubric is designed as a tool to assess activities aimed at student gains in the follow learning outcome(s) for the History & Social Sciences General Education Category:

At the completion of this course, students will be able to:

- *Demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history or the social sciences.*
- *Demonstrate understanding of the methods that produce knowledge in a specific field in history or the social sciences.*
Demonstrate critical thinking in evaluating causal arguments in history or the social sciences and in analyzing major assertions, background assumptions, and explanatory evidence.

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Fundamental Concepts and Ideas	Student can: <ul style="list-style-type: none"> • accurately define or describe concepts; and • correctly generalize course concepts to new situations; or • apply concepts in contexts that require original interpretation. 	Student can: <ul style="list-style-type: none"> • accurately define or describe concepts; and • apply concepts or ideas in contexts described in lectures, readings, or other course material. 	Student: <ul style="list-style-type: none"> • can define or describe concepts; but • cannot apply those concepts or ideas correctly. 	Student is unable to define or describe fundamental concepts or ideas from the course.
Historical methods that produce knowledge	In addition to meeting all standards for "Proficient," student uses the sources to answer overarching questions about historical change, continuity, or meaning. To achieve the latter, student properly generalizes from a particular case to a larger society, institution, or situation.	Student accurately distinguishes between primary and secondary sources; effectively interprets a variety of primary sources (that is, student finds out who produced the source, when, where and why); and is able on that basis to offer plausible interpretations of a range of primary sources.	Student accurately distinguishes between primary and secondary sources and can identify a range of documents historians might use to reconstruct and understand the past.	Student is unable consistently to distinguish between a primary and secondary source in history.
Critical thinking in evaluating arguments	Student is consistently able to: <ul style="list-style-type: none"> • identify flaws in interpretations or analyses; or • offer alternatives; or • suggest ways to empirically test any arguments. 	Student is consistently and accurately able to evaluate: <ul style="list-style-type: none"> • the empirical and logical validity of arguments; or • strength of interpretive/ analytical statements. 	Student: <ul style="list-style-type: none"> • can distinguish unsupported opinions from interpretation or analysis resting on evidence; but • cannot consistently evaluate the validity or strength of interpretations or analyses. 	Student is unable to differentiate unsupported opinions from statements of interpretation or analysis that rest on evidence.

The History Rubric was developed by the History Faculty Board, supported by the Office of Undergraduate Studies and the Office of Institutional Research, Planning, and Assessment with the History instructors upon review of the AAC&U VALUE rubrics and according to standards determined by the History Faculty Board for student performance in the General Education History courses. The rubric defines the standards for student performance in History courses at the University of Maryland.

Social Sciences



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Each General Education category is grounded in a set of learning outcomes. For the full set of learning outcomes for History & Social Sciences courses see: www.gened.umd.edu This rubric is designed as a tool to assess activities aimed at student gains in the follow learning outcome(s) for the History & Social Sciences General Education Category:

At the completion of this course, students will be able to:

- *Demonstrate knowledge of fundamental concepts and ideas in a specific topical area in history or the social sciences.*
- *Demonstrate understanding of the methods that produce knowledge in a specific field in history or the social sciences.*
- *Demonstrate critical thinking in evaluating causal arguments in history or the social sciences and in analyzing major assertions, background assumptions, and explanatory evidence.*

Criterion for review of student work	Descriptions of levels of student performance			
	Advanced	Proficient	Beginning	Unacceptable
Fundamental concepts and ideas	Student can: <ul style="list-style-type: none"> • accurately define or describe concepts; and • correctly generalize course concepts to new situations; or • apply concepts in ways that require original interpretation. 	Student can: <ul style="list-style-type: none"> • accurately define or describe concepts; and • apply concepts or ideas in ways described in lectures, readings, or other course material. 	Student: <ul style="list-style-type: none"> • can define or describe concepts; but • cannot apply those concepts or ideas correctly. 	Student is unable to define or describe fundamental concepts or ideas from the course.
Methods that produce knowledge	Student can consistently: <ul style="list-style-type: none"> • articulate the rationale underlying methods; • evaluate the quality and interpretation of data; and/or • apply methods correctly to produce new knowledge. 	Student can: <ul style="list-style-type: none"> • articulate benefits and drawbacks of methods; and/or • sometimes apply method correctly to produce new knowledge. 	Student is able to identify and/or describe commonly used methods in social science.	Student is unable to identify or describe commonly used methods in social science.
Critical thinking in evaluating arguments	Student is consistently able to: <ul style="list-style-type: none"> • identify flaws in interpretations or analyses; • offer alternative explanations; or • suggest ways to empirically test any alternative explanations. 	Student is consistently and accurately able to evaluate: <ul style="list-style-type: none"> • the empirical and logical validity of arguments; or • strength of interpretive/ analytical statements. 	Student: <ul style="list-style-type: none"> • can distinguish statements of fact from interpretation or analysis; but • cannot consistently evaluate the validity or strength of interpretations or analyses. 	Student is unable to differentiate statements of fact from statements of interpretation or analysis.

The Social Sciences Rubric was developed by the Social Sciences Faculty Board, supported by the Office of Undergraduate Studies and the Office of Institutional Research, Planning, and Assessment with the Social Sciences instructors upon review of the AAC&U VALUE rubrics and according to standards determined by the Social Sciences Faculty Board for student performance in the General Education Social Sciences courses. The rubric defines the standards for student performance in Social Sciences courses at the University of Maryland.

Apply Value of Arts & Humanities Scoring Rubric

Instructions: Place an X in the yellow box under the description that most closely aligns with the accomplishment of the artifact.

	Mastered	Proficient	Developing	Advanced Beginner	Novice
	4	3	2	1	0
Students can demonstrate an ability to <u>identify important artistic or philosophical ideas from various cultures and/or the historical past.</u>	Communicates and synthesizes coherently in-depth information from relevant sources.	Communicates coherently in-depth information from relevant sources.	Presents information from relevant sources.	Presents information from irrelevant sources.	Does not present information from sources.
Students can demonstrate the ability to <u>critique the creative or philosophical works and ideas of others.</u>	Critique is imaginative, taking into account the complexities of an issue. Others' points of view are acknowledged within the critique.	Critique acknowledges different sides or levels of complexity of an issue.	Critique is stated, but is simplistic and obvious.	Critique is attempted, but is unclear or cursory.	Critique is not attempted.
Students can <u>interpret the significance of works of art / philosophy to the human experience</u> , and can deploy those skills effectively through written and/or oral communication.	Organizes evidence to reveal insightful patterns, differences, or similarities related to humanistic interpretation	Organizes evidence to reveal important patterns, differences, or similarities related to humanistic interpretation.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but is not organized and/or is unrelated to humanistic interpretation	Very little or no evidence is provided.

Practice Civic Engagement Scoring Rubric

Instructions: Place an X in the yellow box under the description that most closely aligns with the accomplishment of the artifact.

	Mastered	Proficient	Developing	Advanced Beginner	Novice
	4	3	2	1	0
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities.	Expresses attitudes and beliefs as an individual, from a one-sided view.	Is resistant to, or disengaged from, conversations about learning from diversity of communities and cultures.
	Engages and promotes others' engagement with diversity.	Exhibits curiosity about what can be learned from diversity of communities and cultures.	Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Is indifferent to what can be learned from diversity of communities and cultures.	Is resistant or hostile to what can be learned from diversity of communities and cultures.
Analysis of Knowledge: <i>Degree of connection between facts, theories, etc. from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.</i>	Connects and extends knowledge	Analyzes knowledge	Begins to connect knowledge	Begins to identify knowledge	Does not identify knowledge.
Civic Identity and Commitment <i>Evidence of experience in civic-engagement activities and its impact on personal commitment</i>	Provides evidence and describes what they learned about themselves as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence and describes what they learned about themselves as it relates to a growing sense of civic identity and commitment.	Evidence is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence and does not connect experiences to civic identity.	Does not participate or show evidence of participation.
Civic Communication <i>Ability to express, listen, and adapt ideas and messages based on others' perspectives to establish relationships to further civic action</i>	Tailors civic communication strategies to effectively express, listen, and adapt	Effectively communicates in civic context.	Communicates in civic context with more than one, but not all, of the following: express, listen, and adapt	Communicates in civic context with one of the following: express, listen, and adapt	Does not communicate in civic context

Civic Action and Reflection	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities.	Demonstrates independent experience and <i>team leadership of</i> civic action, with	Has clearly <i>participated</i> in civically focused actions.	Has <i>experimented</i> with some civic activities	Has not participated in civic activities
	Reflective insights or analysis about the aims and accomplishments of one's actions.	Somewhat reflective insights or analysis about the aims and accomplishments of one's actions.	Begins to reflect or describe how their actions may benefit individual(s) or communities.	Shows little internalized understanding of their aims or effects and little commitment to future action.	Does not show understanding of aims or effects of personal commitment to civic activities.
Civic Contexts/Structures	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim</i> .	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits</i> .	Does not demonstrate ability to participate in any civic contexts and structures.

Ethical Perspectives: Diversity, Equity, Inclusion Rubric

Instructions: Place an X in the yellow box under the description that most closely aligns with the accomplishment of the artifact.

	Proficient	Competent	Advanced Beginner	Novice	
	3	2	1	0	
Openness to new perspectives and critical self-awareness	Student demonstrates a self-aware, nuanced, and evidence-based understanding of their own cultural positionality as one among many diverse possible positions and worldviews.	Student can identify the intersections of belief and culture and is able to explore differences through evidence and reasoning	Student states individual beliefs or opinions without interrogating difference or absorbing complicating concepts/ evidence.	Student avoids or is resistant to stating their beliefs/ opinions, exploring other viewpoints, cultures, and new ideas	
Communications and collaboration skills	Student seeks out multiple other perspectives and shows a willingness to incorporate new ideas into their arguments, worldviews, or projects	Student asks questions about other viewpoints, cultures, and structures, and seeks out answers to these questions.	Student encounters new ideas and perspectives without seeking to understand or incorporate them.	Student avoids or is resistant to encountering other viewpoints, cultures, and new ideas	
Evaluate structures of power	Student can produce an evidence-based analysis or evaluation of power dynamics, identity, culture, and multiple perspectives on how they interact.	Student understands multiple perspectives on power, culture, and identity.	Student can state individual beliefs regarding power dynamics in culture.	Student is not able to state individual beliefs, or discuss others' perspectives, regarding power dynamics in culture.	

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

Think Critically Scoring Rubric

Instructions: Place an X in the yellow box under the description that most closely aligns with the accomplishment of the artifact.

	Mastered	Proficient	Competent	Advanced Beginner	Novice
	4	3	2	1	0
Explanation of issues: <i>Issue/problem to be considered critically.</i>	Stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Stated, described, and clarified so that understanding is not seriously impeded by omissions.	Stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Stated without clarification or description.	Not stated.

Evidence <i>Selecting and using information to investigate a point of view or conclusion.</i>	Enough interpretation/evaluation of sources to develop a comprehensive analysis or synthesis.	Enough interpretation/evaluation of sources to develop a coherent analysis or synthesis.	Some interpretation/evaluation of sources, but not enough to develop a coherent analysis or synthesis.	Sources without any interpretation/ evaluation.	No sources of information are provided.
	Viewpoints of experts are provided and questioned thoroughly.	Viewpoints of experts are provided and subject to some questioning.	Viewpoints of experts are provided with very little questioning.	Viewpoints of experts are provided and accepted as fact; no questioning.	Viewpoints of experts are not presented or questioned.

Influence of assumptions and contexts	Systematically and methodically analyzes own and others' assumptions.	Identifies own and others' assumptions.	May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).	Shows no awareness of present assumptions.
	Carefully evaluates the relevance of many contexts.	Clearly identifies several relevant contexts.	Identifies one or two relevant contexts.	Begins to identify contexts.	Does not identify contexts.

Student's position <i>(perspective, thesis/ hypothesis)</i>	Imaginative, taking into account the complexities of an issue. Limits of position are acknowledged.	Takes into account the complexities of an issue.	Acknowledges different sides of an issue.	Stated, but is simplistic and obvious.	Specific position is not stated.
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<i>Others' points of view (perspective, thesis/hypothesis)</i>					
	Fully synthesized others' points of view within position.	Acknowledged other's perspectives within position.	Somewhat recognizes others' points of view.	begins to identify at least one other point of view.	does not address others' points of view.

Conclusions and related outcomes <i>Conclusions are...</i> <i>Related outcomes (consequences and implications)</i>	Logical and reflect student's informed evaluation.	Logically tied to a range of information, including opposing viewpoints.	Logically tied to information (because information is chosen to fit the desired conclusion).	Inconsistently tied to some of the information discussed.	Not tied to information discussed.
	Ability to place evidence and perspectives discussed in priority order is established.	Most are identified clearly.	Some are identified clearly.	Not clearly identified.	Not addressed.

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Ethical Self-Awareness	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/ analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/ Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/ he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/ he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/ he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/ Concepts	Student can independently apply ethical perspectives/ concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/ concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/ concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/ concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/ Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/ concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/ concepts.

Leadership Qualities Rubric

Leadership Quality	inadequate performance	acceptable performance	successful performance	distinguished performance	Score Value
Responsibility	has poor attendance, participates infrequently and rarely participates.	Demonstrates average attendance, occasionally arrives late, and minimally participates.	Demonstrates adequate attendance and arrives on time, and adequately participates.	Demonstrates perfect attendance, arrives on time or early, and exemplarily participates.	4
Respect	Is not respectful of others or differences.	Demonstrates developing understanding of respect in an educational environment.	Demonstrates ability to respectfully interact with all students and peers. Accepts feedback and follows directions.	Demonstrates sensitivity, thoughtfully considers all, and respects for the culture, language, gender, socio-economic status, and special needs.	
Reliability	Frequently skips assignments or misses paperwork deadlines.	Occasionally skips assignments or misses paperwork deadlines.	Work is submitted on time. Student can be relied on to follow through with tasks.	Quality work is submitted and/or provided on time. Keeps accurate records of field experience requirements.	
Communication	Demonstrates ineffective verbal and/or written communication skills. (Ex. Use of improper grammar or slang)	Selectively demonstrates effective oral and/or written communication.	Demonstrates effective oral and/or written communication skills.	Demonstrates professional communication in all situations, conversations, and documents.	
Professionalism & Appearance	Does not wear proper attire or fails to display professional grooming in accordance with school dress codes and policies.	Seldom wears proper attire or seldom displays professional grooming in accordance with school dress codes and policies.	Wears proper attire and displays professional grooming in accordance with school dress codes and policies.	Always wears proper attire and displays professional grooming in accordance with school dress codes and policies.	5
Professionalism & demeanor	Does not engage with others or often respectfully to varying ideas.	Listens to ideas. Demonstrates emerging understanding of creating positive professional relationships.	Responsive to varying ideas, relates well to others, and demonstrates respect for differences.	Responsive to varying ideas, relates well to others and demonstrates respect for differences. Is civil and maintains confidentiality at all times.	
Collaboration	Does not offer ideas, ask questions, or participate in discussions and/or meetings.	Shows some responsibility for completing tasks. Offers ideas or asks questions sporadically.	Shares responsibility for the creation and application of ideas, advice, and practice.	Equitably collaborates with peers, planning, discussion, and meetings. Demonstrates a ability to work with peers and host teacher.	
Contribution	Does not offer ideas, ask questions, or participate in discussions and/or meetings.	Seldom contributes valuable ideas during discussions and in meetings. Emerging as a team player.	Often contributes valuable ideas during discussions and in meetings. Is a positive team player.	Contributes meaningfully in discussions, searches for answers, encourages and supports others. Demonstrates ability to work with peers and host teacher.	
Self-reflection	Minimally reflects on experiences, learning, practices, and understandings.	Seeks out and reflects on experiences and practices from various sources.	Demonstrates ability to reflect, understand and make connections between theory and practice.	Demonstrates learning and growth from self-reflection on experiences, learning, practices.	6

Table 2. Summary description of the financial literacy five proficiency levels

Level	Score range	Percentage of students able to perform tasks at each level (OECD average-10 – PISA 2015)	What student can typically do
1	326 to less than 400 points	21.1%	Students can identify common financial products and terms and interpret information relating to basic financial concepts. They can recognise the difference between needs and wants and can make simple decisions on everyday spending. They can recognise the purpose of everyday financial documents such as an invoice and apply single and basic numerical operations (addition, subtraction or multiplication) in financial contexts that they are likely to have experienced personally.
2 Baseline	400 to less than 475 points	22.6%	Students begin to apply their knowledge of common financial products and commonly used financial terms and concepts. They can use given information to make financial decisions in contexts that are immediately relevant to them. They can recognise the value of a simple budget and can interpret prominent features of everyday financial documents. They can apply single basic numerical operations, including division, to answer financial questions. They show an understanding of the relationships between different financial elements, such as the amount of use and the costs incurred.
3	475 to less than 550 points	26.0%	Students can apply their understanding of commonly used financial concepts, terms and products to situations that are relevant to them. They begin to consider the consequences of financial decisions and they can make simple financial plans in familiar contexts. They can make straightforward interpretations of a range of financial documents and can apply a range of basic numerical operations, including calculating percentages. They can choose the numerical operations needed to solve routine problems in relatively common financial literacy contexts, such as budget calculations.
4	550 to less than 625 points	19.6%	Students can apply their understanding of less common financial concepts and terms to contexts that will be relevant to them as they move towards adulthood, such as bank account management and compound interest in saving products. They can interpret and evaluate a range of detailed financial documents, such as bank statements, and explain the functions of less commonly used financial products. They can make financial decisions taking into account longer-term consequences, such as understanding the overall cost implication of paying back a loan over a longer period, and they can solve routine problems in less common financial contexts.
5	Equal to or higher than 625 points	10.7%	Students can apply their understanding of a wide range of financial terms and concepts to contexts that may only become relevant to their lives in the long term. They can analyse complex financial products and can take into account features of financial documents that are significant but unstated or not immediately evident, such as transaction costs. They can work with a high level of accuracy and solve non-routine financial problems, and they can describe the potential outcomes of financial decisions, showing an understanding of the wider financial landscape, such as income tax.

Source: (OECD, 2017^[14]).



Princeton U_Matter Wellness Self-Assessment

Wellness is not merely the absence of illness or distress – it is a **lifelong process** of **making decisions** to live a more balanced and meaningful life. There are always opportunities for enhancing your wellness. A good way to start is by evaluating your current state and establishing systems to guide you towards a fuller sense of well-being.

You can use this self-assessment tool to determine the areas of wellness (emotional, environmental, intellectual, occupational, physical, social, and spiritual) where you are thriving, as well as those that may need greater attention. Taking this assessment will also help you to reflect on components of health that you may not have considered before.

INSTRUCTIONS

1. Answer all the questions for each of the seven wellness dimensions.
2. Tally your points for each section and use the guide to interpret the scores.
3. Complete an action plan via the ‘UMatter Wellness Guide’.

Explore more information about each dimension of wellness and on-campus resources available to help you by visiting <http://umatter.princeton.edu/action-matters/caring-yourself/wellness-wheel-assessment>

DISCLAIMER: The Princeton U_Matter Wellness Self-Assessment is a tool created by Princeton University’s U_Matter initiative. It is intended for individual level self-reflection and goal-setting. In its current form, it is not a validated tool and should not be used for research or diagnostic purposes. It is not an objective assessment of wellness, but rather individual perception of wellness. We do not support use in a profit-based setting. Permission for appropriate use, outside of individual reflection, is required.

Emotional Wellness: understanding your own feelings and expressing emotions in a constructive way, and having the ability to deal with stress and cope with life's challenges				
	Never	Rarely	Sometimes	Usually
1. I find it easy to express my emotions in positive, constructive ways	1	2	3	4
2. I recognize when I am stressed and take steps to manage my stress (e.g., exercise, quiet time, meditation)	1	2	3	4
3. I am resilient and can bounce back after a disappointment or problem	1	2	3	4
4. I am able to maintain a balance of work, family, friends and other obligations	1	2	3	4
5. I am flexible and adapt or adjust to change in a positive way	1	2	3	4
6. I am able to make decisions with minimal stress or worry	1	2	3	4
7. When I am angry, I try to let others know in non-confrontational or non-hurtful ways	1	2	3	4

Total _____

Environmental Wellness: recognizing the interactions between yourself and your environment (natural and social), responsibly using available resources, and fostering a safer and healthier environment for others				
	Never	Rarely	Sometimes	Usually
1. I recognize the impact of my actions on my environment	1	2	3	4
2. I recognize the impact of my environment on my health	1	2	3	4
3. I am aware of and make use of campus health, wellness, and safety resources	1	2	3	4
4. I practice environmentally conscious behaviors (e.g., recycling)	1	2	3	4
5. I seek out ways to improve the social environment at Princeton	1	2	3	4
6. I contribute towards making my environment a safer and healthier place	1	2	3	4
7. I surround myself with people who support me in my journey of being healthy and well	1	2	3	4

Total _____

Intellectual Wellness: engaging in creative and mentally-stimulating activities, expanding your knowledge through cultural, artistic, or skill-based learning, and sharing knowledge and skills with others				
	Never	Rarely	Sometimes	Usually
1. I am curious and interested in the communities, as well as the world, around me	1	2	3	4
2. I search for learning opportunities and stimulating mental activities	1	2	3	4
3. I manage my time well, rather than it managing me	1	2	3	4
4. I enjoy brainstorming and sharing knowledge with others in group projects or tasks	1	2	3	4
5. I enjoy learning about subjects other than those I am required to study/in my field of work	1	2	3	4
6. I seek opportunities to learn practical skills to help others	1	2	3	4
7. I can critically consider the opinions and information presented by others and provide constructive feedback	1	2	3	4

Total _____

Occupational Wellness: getting personal fulfillment from your job or academic pursuits, and contributing to knowledge and skills, while maintaining a work-life balance				
	Never	Rarely	Sometimes	Usually
1. I get personal satisfaction and enrichment from work	1	2	3	4
2. I believe that I am able to contribute my knowledge, skills, and talents at work	1	2	3	4
3. I seek out opportunities to improve my knowledge or skills	1	2	3	4
4. I balance my social life and job responsibilities well	1	2	3	4
5. I effectively handle my level of stress related to work responsibilities	1	2	3	4
6. My work load is manageable	1	2	3	4
7. I explore paid and/or volunteer opportunities that interest me	1	2	3	4

Total _____

Physical Wellness: making choices to avoid harmful habits and practice behaviors that support your physical body, health and safety				
	Never	Rarely	Sometimes	Usually
1. I engage in physical exercise regularly (e.g., 30 mins at least 5x a week or 10,000 steps a day).	1	2	3	4
2. I get 6-8 hours of sleep each night	1	2	3	4
3. I protect myself and others from getting ill (e.g., wash my hands, cover my cough, etc.)	1	2	3	4
4. I abstain from drinking alcohol; or if I do drink, I aim to keep my BAC \leq .06	1	2	3	4
5. I avoid using tobacco products or other drugs	1	2	3	4
6. I eat a balanced diet (fruits, vegetables, low-moderate fat, whole grains)	1	2	3	4
7. I get regular physical exams (i.e., annual, when I have atypical symptoms)	1	2	3	4

Total _____

Social Wellness: building and maintaining a diversity of supportive relationships, and dealing effectively with interpersonal conflict				
	Never	Rarely	Sometimes	Usually
1. I consciously and continually try to work on behaviors or attitudes that have caused problems in my interactions with others	1	2	3	4
2. In my romantic or sexual relationships, I choose partner(s) who respect my wants, needs, and choices	1	2	3	4
3. I feel supported and respected in my close relationships	1	2	3	4
4. I communicate effectively with others, share my views and listen to those of others	1	2	3	4
5. I consider the feelings of others and do not act in hurtful/selfish ways	1	2	3	4
6. I try to see good in my friends and do whatever I can to support them	1	2	3	4
7. I participate in a wide variety of social activities and find opportunities to form new relationships	1	2	3	4

Total _____

Spiritual Wellness: having beliefs and values that provide a sense of purpose and help give meaning and purpose to your life, and acting in alignment with those beliefs				
	Never	Rarely	Sometimes	Usually
1. I take time to think about what's important in life – who I am, what I value, where I fit in, and where I am going	1	2	3	4
2. I have found a balance between meeting my needs and those of others	1	2	3	4
3. I engage in acts of caring and goodwill without expecting something in return	1	2	3	4
4. I sympathize/empathize with those who are suffering and try to help them through difficult times	1	2	3	4
5. My values are true priorities in my life and are reflected in my actions	1	2	3	4
6. I feel connected to something larger than myself (e.g., supreme being, nature, connectedness of all living things, humanity, community)	1	2	3	4
7. I feel like my life has purpose and meaning	1	2	3	4

Total _____

Calculate Your Score

Wellness Dimension	Ideal Score	Your Score
Emotional Wellness	28	
Environmental Wellness	28	
Intellectual Wellness	28	
Occupational Wellness	28	
Physical Wellness	28	
Social Wellness	28	
Spiritual Wellness	28	

Scores of 20-28: *Outstanding! Your answers demonstrate that you're already taking positive steps in this dimension of wellness. You're improving your own well-being and also setting a good example for those around you. Although you achieved a high overall score in this domain, you may want to check for low scores on individual items to see if there are specific areas you might want to address. You might also choose to focus on another area where your scores weren't so high.*

Scores of 15-19: *Your behaviors in this area are good, but there is room for improvement. Take a look at the items on which you scored lower. What changes might you make to improve your score? Even a small change in behavior can help you achieve better health and well-being.*

Scores of 14 and below: *Your answers indicate some potential health and well-being risks. Review those areas where you scored lower and review available resources to help you develop and set achievable goals.*