

Success Criteria for FNDN 101 Final PI Conversation & Outcome Reflective Statement

Student Name: _____

Student eportfolio website: _____

Date of Conversation: _____

Instructions:

1. First Year Students: Before the conversation,

a. Complete the Final Assessment: Outcome Reflective Statement

- i. Be sure to carefully follow and complete all the steps as described here:

<https://create.twu.ca/fndn101/final/>

b. Make sure your work aligns with the following Quality Standards:

- i. Minimal spelling, grammatical, typographical errors
- ii. Clear formatting; each aspect of the assignment is easy to identify
- iii. All aspects of the assignment are complete.
- iv. Simple, effective site navigation: well organized menu structure

2. First Year Students: During the conversation,

a. Share your portfolio and the Outcome Reflective Statement with your PI.

- i. **Note: Do not read verbatim your statement or reflections, but highlight your key learning.**

E.g. What do you want your PI to notice? Which indicators of proficiency have been met? What are you especially proud of? How does the chosen artifact of learning demonstrate sophisticated evidence of learning?

3. Peer Instructors: During the conversation,

- a. Along with the student's ePortfolio site, talk through the Outcome Reflective Statement, keeping the feedback in relation to the course learning outcomes and proficiency criteria. Be sure to look at each artifact's reflection and ensure the student has clearly tied it to the course learning outcomes.
- b. Using the Proficiency Criteria below, determine the level of proficiency based on the evidence the student has provided. If you are unsure, then ask the student clarifying questions to gather more evidence in order to make an informed decision.
- c. Conclude the conversation with encouragement.

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Emerging	Developing	Proficient	Extending
The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

TWU SLO Categories	Course Learning Outcomes <i>I can...</i>	Proficiency Criteria <i>This means that I can...</i>	Level of Proficiency
Inter/Intra Personal Awareness	Develop a stronger understanding of personal identity and strengths.	<ul style="list-style-type: none"> describe my talents or strengths and reflect on how they relate to my vocational calling identify strengths that I wish to further develop and know some strategies to do this 	
Knowledge + Application	Develop strategies and practices that enable focused academic engagement and success in learning.	<ul style="list-style-type: none"> seek support strategically and understand that this is a normal part of being a university student. identify opportunities or tools to learn "smarter not harder" 	
	Connect personal expectations of a university degree with the distinctiveness of a Christian Liberal Arts Education at TWU.	<ul style="list-style-type: none"> describe the characteristics of a Christian liberal arts education and recognize these characteristics in the courses I am taking connect my personal goals with the benefits of a Christian liberal arts education 	

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	Explain how the purpose and design of the TWU Liberal Arts Core supports personal exploration and inquiry, as well as, academic and spiritual growth.	<ul style="list-style-type: none"> map my academic plan to connect it with the Christian liberal arts education, the TWU core curriculum, and my personal academic goals identify aspects of the TWU core curriculum in other course/s in the cohort bundle. 	
Cognitive Complexity	Explore how complex questions, issues or problems are addressed through the disciplines and multiple ways of knowing.	<ul style="list-style-type: none"> identify different aspects from my courses and academic plan that help me better understand a complex issue articulate what I have learned, what perspectives have been broadened, what processes I have experienced, or how my understanding of education has grown 	
Social + Global Responsibility	Connect educational opportunities to social needs and responsibilities.	<ul style="list-style-type: none"> discuss relevant details about current social issues and about barriers and solutions for those issues elaborate on how my degree plan or anticipated courses can better equip me to deal with social issues 	
Spiritual Formation	Assess how discovery of vocation, meaning and purpose connect to the Christian Liberal Arts University experience.	<ul style="list-style-type: none"> articulate my enduring spiritual questions. identify which spiritual pathway or style comes most naturally to me. elaborate on specific ways that my courses this semester have raised or addressed spiritual issue that connect 	

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		to my own spiritual journey.	
Leadership	Identify the ways one can serve and lead at TWU and explain what servant leadership means.	<ul style="list-style-type: none">• make thoughtful connections between character (who you are) and function (what you do).• elaborate on specific ways one can serve and lead at TWU and explain why I selected these roles.	

****Pls: Please make sure to keep a copy of this completed rubric for your records.****