CLO/Dimension	Honors students at the	Honors students at the	Honors students at the	Honors students at the
Assessed	Exemplary level can:	Proficient level can:	Developing level can:	Beginning level can:
Apply Learning				
Connect theory and practice to develop skills, deepen understanding of fields of study and broaden perspectives	 Can consistently connect theory and praxis within specific disciplines and understand the nuance in those connections Has developed a complex understanding of specific fields of study and is engaged with multiple perspectives within those fields 	 Can consistently connect theory and praxis within specific disciplines Has developed a somewhat complex understanding of specific fields of study and has the awareness of multiple perspectives within those fields 	 Can sometimes connect theory and praxis within specific disciplines Has developed a baseline understanding of specific fields of study and has some awareness of multiple perspectives within those fields 	 May sometimes be able to connect theory and praxis within specific disciplines Has developed some skills within specific fields of study but may not have an understanding of these fields or the multiple perspectives they contain
Apply skills, abilities, theories or methodologies gained in one situation to new situations to solve problems or explore issues	 Can consistently apply skills, theories, and methods across disciplines, courses, and situations to solve problems successfully and explore a diverse range of issues 	 Can consistently apply skills, theories, and methods across disciplines, courses, and situations to solve problems successfully and explore some issues 	 Can sometimes apply skills, theories, and methods across disciplines, courses, and situations to solve problems with some success 	 May be able to apply skills, theories, and methods across limited disciplines, courses, and situations
Use mathematics and qualitative reasoning to solve problems	 Can consistently employ nuanced qualitative reasoning to address problems in a wide variety of situations with nuance 	 Can consistently employ qualitative reasoning to address problems in a variety of situations with some nuance 	 Can sometimes employ qualitative reasoning to address problems in a variety of situations 	 May be able to employ qualitative reasoning to address problems in a few situations
Integrate and reflect on experiences and learning from multiple and diverse contexts	 Consistently makes detailed, complex connections between experiences and learning in multiple contexts/disciplines Consistently reflects upon 	 Consistently makes connections between experiences and learning in multiple contexts/ disciplines Consistently reflects upon process and 	 Can sometimes make connections between experiences and learning in multiple contexts/ disciplines Sometimes reflects upon process and 	 May be able to make connections between experiences and learning in multiple contexts/ disciplines May be aware of the need to reflect upon

process and demonstrates demons metacognition in a variety metacog of situations some si	rates demonstrates nition in metacognition about uations learning across disciplines and contexts	learning across disciplines and contexts
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