


EMCC General Education Abilities Matrix

	Abilities / Thinking Skills	Communication	Composition/ Writing	Numeracy	Scientific Inquiry	Information Literacy	Technological Literacy	Social, Civic, and Global Responsibility
<p style="text-align: center;">Lower Order</p>  <p style="text-align: center;">Higher Order</p>	<p>Level 1 Remember Identify & define basic components of a discipline</p>	Know appropriate presentation vocabulary and conventions.	Know writing conventions.	Recall principles, procedures and correct terminology.	Remember basic components of science.	Recognize the need for information. Construct research question and searching strategy.	Know basic digital terminology and identify technology and its safe use.	Identify current social, civic and global issues.
	<p>Level 2 Understand Describe relationships between basic components/.</p>	Articulate an understanding of content by expressing the idea in your own words. Identify key concepts of a presentation.	Demonstrate an understanding of context. Identify purpose, audience, and/or situation of a document.	Draw conclusions and justify methods and procedures.	Understand science in context.	Understand issues affecting the use of information while observing laws, regulations, and institutional policies.	Understand the relationships between technological components, the nature, behavior, power, and consequences of technology and how it impacts our values and culture.	Discuss and interpret social, civic and global issues.
	<p>Level 3 Apply Exhibit knowledge of components through presentation, performance and solutions in a new context.</p>	Presents information using appropriate language and delivery through a variety of techniques.	Apply knowledge of a topic to a given scenario using appropriate writing conventions.	Apply a strategy for a solution.	Apply knowledge and comprehension of science components to various situations.	Know where to find information. Use information for a specific purpose.	Responsible use of technology solutions to generate new ideas, processes, and products.	Apply knowledge of global, social and civic mores to current situations.
	<p>Level 4 Analyze Uses critical and creative thinking skills to analyze materials and/or products.</p>	Analyze and adapt a presentation for a particular audience.	Demonstrate ability to analyze perspectives using appropriate writing strategies such as compare and contrast, cause and effect, etc.	Determine relevant information, appropriate mathematical concepts and logical/reasonable responses.	Analyze data and techniques using knowledge of components.	Analyze information needs to determine best sources.	Analyze technology for appropriateness, functionality, and social impact.	Differentiate social, global and civic practices from an ethnocentric perspective.
	<p>Level 5 Evaluate Evaluates information to reach reasonable conclusions.</p>	Organize information for a presentation. Critique a presentation according to specified criteria.	Evaluate the strengths and/or weaknesses of an argument. Support a position by using and citing appropriate sources.	Verify a procedure using concrete models.	Evaluate data and conclusions using knowledge of components.	Evaluate validity of sources, understand peer review, primary, and other types of sources. Consider author's bias.	Evaluate the authenticity, credibility, and reproducibility of information and products to determine the cultural, social, political and economic effects.	Evaluate and consider change in perspective from a social, civic and global viewpoint.
	<p>Level 6 Create Create materials and or products that demonstrate critical thinking.</p>	Prepare and deliver a presentation on a given topic.	Compose a piece of writing for given purpose that meets the needs of a specific audience and/or situation.	Integrate parts into something new to form a new product.	Create materials or products using scientific components and relationships.	Create original work using information from sources using correct citation format.	Create products that satisfy the needs of society and contribute to continued innovation.	Construct a model which integrates social, civic and/ or global engagement.

Note: Higher order thinking skills signify critical thinking. Levels are based on Bloom's Taxonomy of Cognitive Learning Theory.