

General Education Goal: Students will exemplify Wolakolkiciyapi: Learning Lakota ways of life in community.

Wolakolkiciyapi is a philosophical concept, a mutual agreement for continued peace harmony within one's life and community. One may gain a better understanding of the definition by displaying aspects of Lakota virtues including; compassion, bravery, fortitude, generosity, patience, humility, and wisdom. By continuing to improve oneself through the practice of "wolakolkiciyapi" one may better his/herself and therefore the community.

Capstone 4	Milestone 3	Milestone 2	Benchmark 1
Demonstrates a thorough understanding of "wolakolkiciyapi" and successfully utilizes that knowledge to aid within school and community.	Demonstrates increased knowledge of "wolakolkiciyapi" within classroom and begins to utilize knowledge expanding into communities.	Demonstrates knowledge of Lakota perspective and attempts to utilize "wolakolkiciyapi" in certain aspects of life and classroom.	Demonstrates minimum level of awareness and display of "wolakolkiciyapi"

General Education Outcome 2: Communicate effectively in writing using both Lakota and English

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	2 nd Milestone 3	1 st Milestone 2	Benchmark 1	0
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context)	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	

Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see assignment description).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	
Sources and Evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	
Lakota Language: Comprehensibility	Text readily comprehensible, requiring no interpretation on the part of the reader	Text comprehensible, requiring minimal interpretation on the part of the reader	Text mostly comprehensible; requiring interpretation on the part of the reader	Text barely comprehensible	
Lakota Language: Level of Discourse	Variety of complete sentences and of cohesive devices	Emerging variety of complete sentences; some cohesive devices	Use of complete sentences; some repetitive; few cohesive devices	Predominant use of complete yet repetitive sentences, no or almost no cohesive devices	
Lakota Language: Vocabulary	Rich use of vocabulary	Adequate and/or accurate use of vocabulary for this level	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level	Inadequate and/or inaccurate use of vocabulary	
Lakota Language: Language Control	Control of basic language structures	Emerging control of basic language structures	Emerging use of basic language structures	Inadequate and/or inaccurate use of basic language structures	
Lakota Language: Mechanics	Few or no errors in spelling, use of diacritical marks, punctuation, and/or capitalization	Mostly accurate spelling, use of diacritical marks, punctuation, and/or capitalization	Somewhat inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization	Inaccurate spelling, use of diacritical marks, punctuation, and/or capitalization	