

令和6年度以降 学科到達目標(評価指標) 汎用的能力【共通】

Academic Achievement Goals (evaluation indicators) Generic Abilities, from 2024 academic year [Common]

* You cannot skip levels in your evaluation. If you have not reached "Level 1," your evaluation will be "Below Level 1."

* For level evaluation, you must have achieved all the relevant requirements.

Competency	Learning Goals	Benchmark Level1	Milestone Level2	Milestone Level3	Capstone Level4 and above	
I (Attitude and Intentionality)	【Authentic human ability to act independently and autonomously】	1) Students will understand the opinions and standpoints with recognizing themselves and others, and behave the attitude to cooperate with having a self-consciousness. ① Students will communicate own opinion autonomously and easily understanding. ② Students will listen carefully to others' opinions and understand the differences in opinion and the standpoints, to cooperate with each other.	<input type="checkbox"/> In small group activities, I try to communicate my thoughts and ideas, although not fully. <input type="checkbox"/> Although I am not yet able to understand the background and position of the other person, or to devise new ways of speaking. <input type="checkbox"/> I am able to listen carefully to their opinions.	<input type="checkbox"/> In small group activities, I can communicate my thoughts and understand the differences between myself and the other person. <input type="checkbox"/> I am somewhat able to take responsibility for my own words and respond in a cooperative manner, while being considerate of the other person. <input type="checkbox"/> I actively try to devise ways of expressing myself and effectively communicate my thoughts and ideas to the other person.	<input type="checkbox"/> In group activities, I can appropriately judge the differences in positions and situations, and listen to, understand, and empathize with the thoughts and ideas of others. <input type="checkbox"/> I can adopt a considerate attitude when necessary, and although not fully understand, I am able to take responsibility for my words and actions. <input type="checkbox"/> I can actively devise ways of expressing myself and effectively communicate my thoughts and ideas to others.	<input type="checkbox"/> In organizational and group activities both in and outside of class, I can appropriately judge the differences in positions and situations, and listen to, understand, and empathize with the thoughts and ideas of others. <input type="checkbox"/> I can also take considerate action when necessary, and with the understanding that I am responsible for my words and actions, I can proactively find ways to express my thoughts and ideas and effectively convey them to others.
		2) Students will own an ethics with social norms and hold responsibility as a member of society. ① Students will respond things under own conscience and ethics with social norms. ② Students will take responsibility as a member of society with social rule and trust.	<input type="checkbox"/> I understand and comply with relevant laws and regulations. <input type="checkbox"/> I am able to keep promises to others to a certain extent. <input type="checkbox"/> I am just beginning to recognize that I have responsibilities and obligations toward others, society, and nature for my own efforts and activities.	<input type="checkbox"/> I understand and comply with relevant laws and regulations. <input type="checkbox"/> I strive to keep promises I have made. <input type="checkbox"/> I am able to recognize and understand to a certain extent that I have responsibilities and obligations toward others, society, and nature for my own efforts and activities, and can actually act responsibly in some cases.	<input type="checkbox"/> I understand and comply with relevant laws and regulations. <input type="checkbox"/> I properly keep promises I have made. <input type="checkbox"/> I am able to recognize and understand that I have responsibilities and obligations toward others, society, and nature for my own efforts and activities, and can actually act responsibly.	<input type="checkbox"/> I understand and comply with relevant laws and regulations. <input type="checkbox"/> I properly keep promises I have made after sufficient communication. <input type="checkbox"/> I am able to recognize and understand that I have responsibilities and obligations toward others, society, and nature for my own efforts and activities, and can actually act responsibly. <input type="checkbox"/> I have a global perspective on the changing social environment and can act responsibly in accordance with social norms based on my own conscience.
		3) Students will hold a self-intentionality towards future goals, and hold lifelong learning according to own lifestyle. ① Students will manage basic lifestyle according to social norms and their own health and fitness. ② Students will control predicament autonomously and flexibly in response to sources of stress. ③ Students will learn independently toward future goals with autonomously.	<input type="checkbox"/> I am able to manage my daily life to a certain extent and am beginning to think about my lifestyle in line with societal norms. <input type="checkbox"/> I am able to sense my own stress and, although not enough, act in a way that does not allow it to accumulate any further. <input type="checkbox"/> I am able to think beyond what is required in class and have an interest in pursuing knowledge independently. <input type="checkbox"/> I am able to review my past learning and experiences at a shallow level in relation to the content of my studies and daily events.	<input type="checkbox"/> I am able to manage my daily habits and health maintenance to a certain extent and can imagine my lifestyle in line with societal norms. <input type="checkbox"/> I am aware of my sources of stress on a daily basis and can cope to some extent with the stress that changes in various situations and relieve it in a way that suits me. <input type="checkbox"/> I am interested in pursuing related knowledge and pursuing learning experiences independently beyond what is required in class. <input type="checkbox"/> I have a somewhat broader view of the content of my studies and daily events than before and can review my past learning and experiences to a certain extent.	<input type="checkbox"/> I am able to actively manage my daily habits and health maintenance and can imagine my lifestyle in line with societal norms. <input type="checkbox"/> I am aware of my sources of stress on a daily basis and can relieve it in a way that suits me and can cope to some extent with the stress that arises in a changing environment. <input type="checkbox"/> I pursue solid additional knowledge beyond what is pursued in class and actively pursue independent educational experiences. <input type="checkbox"/> I have a broader perspective on educational and everyday occurrences and am reexamining past learning and experiences at a deep level.	<input type="checkbox"/> I proactively, systematically, and continuously manage my daily habits and health to maintain and improve them, and can imagine my lifestyle in line with societal norms. <input type="checkbox"/> I consciously understand the sources of stress in my daily life and in my changing environment, and manage myself by resolving or dealing with them in ways that suit me. <input type="checkbox"/> My educational interests and pursuits are beyond what is required in class, and I learn in my own way. <input type="checkbox"/> I have reflected deeply on my past learning and experiences to broaden my perspective on educational and everyday occurrences, and am independently pursuing knowledge and experience over a long period of time in preparation for my future goals and plans.
II (Knowledge and Understanding)	【Basic skills as a member of society with liberal arts】	1) Students will understand the opinions and standpoints with recognizing themselves and others, and behave the attitude to cooperate with having a self-consciousness. ① Students will communicate own opinion autonomously and easily understanding. ② Students will listen carefully to others' opinions and understand the differences in opinion and the standpoints, to cooperate with each other.	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level* of 60% or more in the generic ability element [Knowledge and Understanding]. <input type="checkbox"/> In addition, I took one or more general subjects and learned about humanities and diverse cultures. <input type="checkbox"/> During my studies, I am able to properly complete the tasks given to me. <input type="checkbox"/> Although I have not yet been able to relate the content to my field of expertise or society, I have properly acquired the content as knowledge. <input type="checkbox"/> Although I think my actual understanding is shallow, I understand that things have multifaceted relationships. <input type="checkbox"/> I feel that I am rarely able to take others' cultural backgrounds into account when speaking or acting. *Please refer to your learning achievement level listed on the student portal site.	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level of more than 70% in the generic ability element [Knowledge and Understanding]. <input type="checkbox"/> In addition, I took several general subjects and learned about the humanities and diverse cultures. <input type="checkbox"/> During my studies, I am able to properly complete the tasks given to me. <input type="checkbox"/> Since I understand to some extent the relationship of what I have learned to my field of expertise and society, I can use what I have learned to some extent in my daily life outside of class. <input type="checkbox"/> Since I am able to recognize the multifaceted and diverse relationships between things, as well as the connections to other fields and subjects that I have not studied, I am able to think a little more carefully about how I behave and speak to others.	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level of 80% or more in the generic ability element [Knowledge and Understanding]. <input type="checkbox"/> In addition, I took several general subjects and learned about the humanities and diverse cultures. <input type="checkbox"/> In the course of my studies, I am able to properly complete the classes and assigned tasks of the subjects I have taken. <input type="checkbox"/> I am able to grasp the relevance of what I have learned to my field of expertise and social life in addition to the classes I have taken. <input type="checkbox"/> I am able to use what I have learned depending on the situation when speaking or acting on related matters. <input type="checkbox"/> I am able to understand the multifaceted and interrelated aspects of things, as well as the connections to other fields and subjects that I have not studied, so I am able to be considerate of others in my words and actions.	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level of more than 90% in the generic ability element [Knowledge and Understanding]. <input type="checkbox"/> In addition, I took several general subjects and learned about the humanities and diverse cultures. <input type="checkbox"/> In the course of my studies, I am able to properly complete the classes and assigned tasks of the subjects I took. <input type="checkbox"/> As a result of my learning, I understand the relevance of my learning to my field of expertise and social life in addition to the classes I took. <input type="checkbox"/> I can use what I have learned depending on the situation when speaking or acting on related matters. <input type="checkbox"/> I can recognize the multifaceted relationships between things and connections to other fields and subjects that I have not studied, and I can be considerate of others in my words and actions and encourage them. <input type="checkbox"/> I am deepening my own learning in order to further deepen my understanding of humanity, and am applying it to my daily life.
		2) Students will deepen the understanding awareness of things with a knowledge of social science and natural science. ① Students will understand and process things based on social sciences. ② Students will understand and process things based on natural science.	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level* of approximately 60% or more in the generic ability element [Knowledge and Understanding]. <input type="checkbox"/> I have studied at least one social science or natural science subject. <input type="checkbox"/> I have completed the classes and assigned assignments in my courses to a degree that would be evaluated. <input type="checkbox"/> Although I have not yet been able to relate the content to my field of expertise or society, I have properly acquired the content as knowledge. <input type="checkbox"/> I have attempted to explain information in a mathematical form about natural and social phenomena, although this sometimes leads to incorrect interpretations and conclusions regarding what the information actually means. <input type="checkbox"/> Although I have not yet been able to	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level of approximately 70% or more in the generic ability element [Knowledge and Understanding]. <input type="checkbox"/> I have studied at least one social science or natural science subject. <input type="checkbox"/> I am completing the classes and assigned assignments of my courses to a degree that would be evaluated. <input type="checkbox"/> I am completing the classes and assigned assignments of my courses to a degree that would be evaluated. <input type="checkbox"/> I can see some relevance of the acquired learning content to my field of expertise and social life. <input type="checkbox"/> I have some interest in other fields that I have not studied. <input type="checkbox"/> I occasionally use what I have studied to speak about related matters. <input type="checkbox"/> I also feel the need for culture to deepen my understanding of things.	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level of approximately 80% or more in the general ability element [Knowledge and Understanding]. <input type="checkbox"/> I have acquired knowledge of social sciences and natural sciences from multiple subjects. <input type="checkbox"/> I am properly completing the courses and assigned tasks of the courses I am taking. <input type="checkbox"/> I understand the relevance of the acquired learning content to my field of expertise and social life outside of those courses. <input type="checkbox"/> I recognize that things have multifaceted relationships, and I have a considerable interest in other areas that I have not studied, and I have deepened my own partial understanding. <input type="checkbox"/> I use what I have learned when	<input type="checkbox"/> I have achieved a learning achievement level of approximately 90% or more in the generic ability element [Knowledge and Understanding] in the semester I have completed. <input type="checkbox"/> I have learned a wide range of social and natural sciences. <input type="checkbox"/> I have properly completed the courses and assigned tasks in the courses I have taken. <input type="checkbox"/> I recognize the relevance of the acquired learning content to my field of expertise and social life outside of those courses, and transfer and apply it to my daily life. <input type="checkbox"/> I recognize that things have multifaceted relationships, and I have an interest in other areas that I have not studied, and I deepen my understanding with a broad perspective.

		<p>reach a conclusion, I have used quantitative analysis of data as a rudimentary basis for judgment.</p> <input type="checkbox"/> I can complete simple transformations of information. <p>*Please refer to your learning achievement level listed on the student portal site.</p>	<input type="checkbox"/> I can explain mathematical information about natural and social phenomena with some accuracy, although I make small mistakes in calculations and units.	<input type="checkbox"/> I can use quantitative analysis of data as a basis for judgment without intuition or inspiration to draw conclusions.	<input type="checkbox"/> I can complete the transformation of information and use the resulting scientific and mathematical expressions with some accuracy.	<p>making comments about related matters.</p> <input type="checkbox"/> I also recognize the need for education to deepen my understanding of things, and although my perspective is biased, I have deepened my understanding.	<input type="checkbox"/> I can accurately explain information in scientific and mathematical formats about natural and social phenomena.	<input type="checkbox"/> I can use quantitative analysis of data as a solid basis for judgment, and my conclusions are logical and appropriate.	<input type="checkbox"/> I can convert appropriate information into appropriate scientific and mathematical expressions.	<input type="checkbox"/> I use what I have learned in my comments on related matters.	<input type="checkbox"/> I also recognize the need for education to deepen my understanding of things, and I deepen my understanding with an inquisitive mind.	<input type="checkbox"/> I can accurately explain information in scientific and mathematical formats about natural and social phenomena, and can make appropriate inferences based on this.	<input type="checkbox"/> I can thoughtfully judge and use quantitative analysis of data, and my conclusions are thorough and insightful.	<input type="checkbox"/> I can skillfully convert appropriate information into insightful scientific and mathematical expressions in a way that contributes to deeper understanding.																							
		<p>3) Students will obtain a fundamental knowledge needed for the future social life and professional life, to get a better understanding of the various roles and significance of life.</p> <p>① Students will understand the diverse roles and meanings of work, life, their relationships, etc., to deepen self-recognition about the role they should do.</p> <p>② Students will acquire basic common sense necessary for work and social life.</p>	<input type="checkbox"/> I am able to properly complete the classes and assignments I am given.	<input type="checkbox"/> I am not particularly aware that general knowledge and common sense are necessary for my future social and professional life.	<input type="checkbox"/> I sometimes think about the relevance of everyday topics and basic knowledge in newspaper articles, news, and other sources to my own reality.	<input type="checkbox"/> I understand that general knowledge and common sense are necessary for my future social and professional life.	<input type="checkbox"/> I am conscious of the relevance of each piece of knowledge and its relationship to myself.	<input type="checkbox"/> From everyday topics such as class content, newspaper articles, and daily news, I am interested in basic and general knowledge related to general knowledge and culture that is relevant to me, and I recognize the need for basic knowledge that will be relevant in the future.	<input type="checkbox"/> I have not yet reached the point of understanding the relevance of individual pieces of knowledge or their relationship to myself.	<input type="checkbox"/> From everyday topics such as class content, newspaper articles, and daily news, I am interested in basic and general knowledge related to general knowledge and culture that is relevant to me, I have realized the need for basic knowledge that will be relevant in the future, and am making efforts to acquire this knowledge in parts.	<input type="checkbox"/> I have properly completed the classes and assigned tasks for which I am taking courses, and have found a clear role and significance in relation to myself and deepened my understanding.	<input type="checkbox"/> I understand that general knowledge such as general culture and common sense is necessary for my future social and professional life, and I am deepening my knowledge through activities outside of class.	<input type="checkbox"/> I recognize the relevance of general knowledge and culture to myself in everyday topics such as class content, newspaper articles, and daily news, and I am acquiring this knowledge on a daily basis.																								
III (Skills and expression)	【Generic skills as a member of society】	<p>1) Students will speak, read, write and listen Japanese and a specific foreign language.</p>	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level* of 60% or more for the general ability element [skills and expression].	<input type="checkbox"/> I can complete class assignments.	<input type="checkbox"/> I am able to use two of the four elements of language ability (reading, writing, listening, and speaking) at a level that allows me to use them fluently in everyday life.	<input type="checkbox"/> I complete my learning within the classroom, but am able to use them to some extent in activities outside of class.	<input type="checkbox"/> I am conscious of using them in my daily life.	<input type="checkbox"/> I can evaluate information in a text and make basic inferences about its background and purpose.	<input type="checkbox"/> I can understand a given task and write it according to the rules required for a specific academic subject or writing task, but my writing contains several errors.	<input type="checkbox"/> I can basically convey the main message in a speech, and can occasionally create structural patterns in presentations.	<input type="checkbox"/> I am not confident in my speaking style.	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level of approximately 70% or more in the general and basic ability elements [skills and expression].	<input type="checkbox"/> I can complete class assignments.	<input type="checkbox"/> I am able to use two of the four elements of language ability (reading, writing, listening, and speaking) at a level that allows me to use them fluently in daily life.	<input type="checkbox"/> Although not continuous, I study not only in class, but also with interest and make an effort to study and use them.	<input type="checkbox"/> I use general and specific knowledge to make more complex inferences about information in texts.	<input type="checkbox"/> I have a clear focus on the given task and can consistently use key rules required for specific academic subjects or writing tasks.	<input type="checkbox"/> I rarely make errors in my writing.	<input type="checkbox"/> I can clearly convey the central message of my speech and can create a consistent structural pattern in my presentations.	<input type="checkbox"/> I can create an interesting atmosphere for the other person through my speaking style.	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level of approximately 80% or more in the generic ability element [skills and expression].	<input type="checkbox"/> I am able to complete class assignments.	<input type="checkbox"/> I am able to use three of the four elements of language proficiency (reading, writing, listening, and speaking) at a level that allows me to use them fluently in daily life.	<input type="checkbox"/> Although not continuous, I study not only in class, but also with interest and make an effort to study and use them.	<input type="checkbox"/> I use general and specific knowledge to make more complex inferences about information in texts.	<input type="checkbox"/> I have a clear focus on the given task and can consistently use key rules required for specific academic subjects or writing tasks.	<input type="checkbox"/> I rarely make errors in my writing.	<input type="checkbox"/> I can clearly convey the central message of my speech and can create a consistent structural pattern in my presentations.	<input type="checkbox"/> I can create an interesting atmosphere for the other person through my speaking style.	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level of approximately 90% or more in the generic ability element [skills and expression].	<input type="checkbox"/> I am able to complete class assignments and demonstrate my learning.	<input type="checkbox"/> All four language ability elements (reading, writing, listening, and speaking) are at a sufficient level for daily use.	<input type="checkbox"/> I study independently in my daily life and am able to fully utilize what I have learned outside of class.	<input type="checkbox"/> I recognize the implications of the text when it comes to issues that go beyond the information in the text.	<input type="checkbox"/> I respond to a given task, focusing on all elements and completing it with meticulous attention to the broad rules required for a particular academic subject or writing task.	<input type="checkbox"/> My writing is almost error-free. I am able to persuasively convey the central message in my speech.	<input type="checkbox"/> My speaking style is sophisticated and confident, and I can use presentations persuasively.
		<p>2) Students will use symbols to analyze, understand and express about facts of nature and society.</p>	<input type="checkbox"/> In the semester I completed, I achieved a learning achievement level* of approximately 60% or more in the generic ability element [Skills and Expression].	<input type="checkbox"/> I have attempted analysis such as calculations.	<input type="checkbox"/> I can present arguments, but I do not organize them or relate them to the focus of the problem.	<input type="checkbox"/> My conclusions are vague and sometimes illogical.	<input type="checkbox"/> I can simply convert information and complete the process.	<input type="checkbox"/> I can solve given problems while complying with laws and regulations regarding the handling of information.	<input type="checkbox"/> I can use basic ICT (Information and Communication Technology) tools, although not fully.	<input type="checkbox"/> I gather information from my own biased perspective, and it can be said that I have not yet reached the point of organizing it in a systematic way.	<input type="checkbox"/> Alternatively, I include information that is not in line with the intent of the assignment.	<input type="checkbox"/> The results of the assignment are illogical and still ambiguous.	<input type="checkbox"/> I have learned basic behavior, manners, and writing skills necessary for daily life in class, but I am only able to transfer and apply what I have learned slightly outside of class.	<input type="checkbox"/> In the semester I have completed, I have achieved a learning achievement level of approximately 70% or more in the generic ability element [Skills and Expression].	<input type="checkbox"/> From the analysis performed: Part of the analysis required to completely solve the problem can be demonstrated. Evidence can be organized, but the organization is not sufficient to reveal important patterns, differences, or similarities.	<input type="checkbox"/> General conclusions can be drawn about the phenomena in the task. The transformation of information can be completed.	<input type="checkbox"/> The resulting scientific/mathematical expressions (formulas, graphs, diagrams, tables, words) can be partially adequately or accurately expressed.	<input type="checkbox"/> I can solve given problems while complying with laws and regulations regarding the handling of information.	<input type="checkbox"/> I am able to fully utilize basic ICT tools, but cannot say that I am using them effectively.	<input type="checkbox"/> The information collected is from a certain range and is organized in a systematic way.	<input type="checkbox"/> The resulting content is organized to a certain extent in line with the intent of the task. Some parts of the writing lack logic.	<input type="checkbox"/> Although I do not take action, I am able to find problems within the scope of my own interests from the solution of problems.	<input type="checkbox"/> I have acquired basic behavior and manners necessary for daily life and writing skills in class, and am able to partially transfer and apply them outside of class.	<input type="checkbox"/> In the semester I have completed, I have achieved a learning achievement level of 80% or more in the generic ability element [Skills and Expression]. Basically, all analyses performed have been successful, and I am able to solve problems satisfactorily.	<input type="checkbox"/> I can organize arguments and identify important patterns, differences, and similarities that are relevant to the focus of the problem.	<input type="checkbox"/> My conclusions arise solely from the results obtained and can be clearly related to the results.	<input type="checkbox"/> I can completely convert appropriate information into appropriate and desirable scientific/mathematical expressions.	<input type="checkbox"/> I have achieved a learning achievement level of 90% or more in the generic ability element [Skills and Expression] in the semester I have completed.	<input type="checkbox"/> Essentially all analyses performed have been successful and I am able to solve problems satisfactorily, and the analytical process is clear.	<input type="checkbox"/> I am able to organize and synthesize evidence to reveal insightful patterns, differences, and similarities that are relevant to the focus of the problem.	<input type="checkbox"/> Conclusions are derived from results obtained and can be logically inferred from what is already known.	<input type="checkbox"/> I am able to skillfully transform appropriate information into insightful scientific/mathematical expressions in a way that contributes to further or deeper understanding.					
		<p>3) Students will own the fundamental skills needed for the future social life and professional life, to discover problems and solve them.</p> <p>① Students will use information and communication technology (ICT) to gather and analyze various information suitably, and effectively utilize them according to morals.</p> <p>② Students will analyze information and knowledge multifaceted and logically, think about things, and express the results in written forms or orally.</p> <p>③ Students will discover problems, collect, analyze, and organize necessary information for solution, and solve problems reliably.</p> <p>④ Students will hold the basic behavior, manners and sentence making necessary for work and</p>	<input type="checkbox"/> I can solve given problems while complying with laws and regulations regarding the handling of information.	<input type="checkbox"/> I can use basic ICT (Information and Communication Technology) tools, although not fully.	<input type="checkbox"/> I gather information from my own biased perspective, and it can be said that I have not yet reached the point of organizing it in a systematic way.	<input type="checkbox"/> Alternatively, I include information that is not in line with the intent of the assignment.	<input type="checkbox"/> The results of the assignment are illogical and still ambiguous.	<input type="checkbox"/> I have learned basic behavior, manners, and writing skills necessary for daily life in class, but I am only able to transfer and apply what I have learned slightly outside of class.	<input type="checkbox"/> I can solve given problems while complying with laws and regulations regarding the handling of information.	<input type="checkbox"/> I am able to fully utilize basic ICT tools, but cannot say that I am using them effectively.	<input type="checkbox"/> The information collected is from a certain range and is organized in a systematic way.	<input type="checkbox"/> The resulting content is organized to a certain extent in line with the intent of the task. Some parts of the writing lack logic.	<input type="checkbox"/> Although I do not take action, I am able to find problems within the scope of my own interests from the solution of problems.	<input type="checkbox"/> I have acquired basic behavior and manners necessary for daily life and writing skills in class, and am able to partially transfer and apply them outside of class.	<input type="checkbox"/> I can solve given problems while complying with laws and regulations regarding the handling of information.	<input type="checkbox"/> I am able to fully utilize basic ICT tools and use them effectively.	<input type="checkbox"/> I can collect and organize information related to the context to a certain degree of depth.	<input type="checkbox"/> I can discuss the results to a certain degree of depth in line with the intent of the problem, and write logical and clear writing.	<input type="checkbox"/> I can discover problems in the process of solving problems by looking at the relationships with related information.	<input type="checkbox"/> I have learned basic behavior, manners, and writing skills necessary for daily life in class, and am able to apply these outside of class.	<input type="checkbox"/> I feel the need for various skill certifications outside of class in the future, and am considering obtaining	<input type="checkbox"/> I can solve given problems while complying with laws and regulations regarding the handling of information.	<input type="checkbox"/> I can fully utilize basic ICT tools and use them effectively and in a constructive manner.	<input type="checkbox"/> I can collect information in sufficient depth to cover a range related to the context and organize it.	<input type="checkbox"/> The results are discussed in sufficient depth in line with the intent of the problem, and the writing is logical and clear.	<input type="checkbox"/> I can discover problems and find solutions in the relationship with related information during problem solving.	<input type="checkbox"/> In class, I have acquired basic behavior, manners, and writing skills necessary for daily life, and I apply these skills outside of class as well as continuing to learn in an advanced manner.	<input type="checkbox"/> I have felt the need for various skill									

		social life, and gain technical skills (qualifications) according to need.			various qualifications.	certification qualifications outside of class, and am studying to obtain them or have already obtained them.
IV (Behavior, Experience and Creative thinking)	【Ability to support and create local life】	1) Students will set up to the plate and act cooperatively among others. ① Students will act on things. ② Students will act while involving others.	<input type="checkbox"/> I am able to participate in assigned tasks and activities. <input type="checkbox"/> I share my team's thoughts and opinions but passively accept them. <input type="checkbox"/> I am able to participate in group activities by speaking up when prompted by other members and by listening to their opinions.	<input type="checkbox"/> I am able to participate in assigned tasks and activities where my contributions move the project forward. <input type="checkbox"/> I am able to step away from opposing ideas and opinions and redirect them to common ground or the issue at hand. <input type="checkbox"/> I am able to facilitate discussion by restating another person's point of view or asking clarifying questions.	<input type="checkbox"/> I am able to participate in assigned tasks and activities. <input type="checkbox"/> My work is thorough, comprehensive, and moves the project forward. <input type="checkbox"/> I am able to recognize, understand, and continue to work on conflicting ideas and opinions. <input type="checkbox"/> I am able to engage others in team activities by facilitating discussions, including constructively building on and integrating the contributions of others.	<input type="checkbox"/> I am able to participate in assigned tasks and activities. <input type="checkbox"/> My work is thorough, comprehensive, and moves the project forward. <input type="checkbox"/> I am able to proactively help others complete assigned tasks to the same level as me. <input type="checkbox"/> I am able to directly address disruptive opposing ideas and opinions and constructively help address and resolve conflicts in a way that effectively enhances overall team cohesion. <input type="checkbox"/> I am able to involve non-participating members in team activities by facilitating discussions, including identifying and encouraging participation, and constructively building on and integrating the contributions of others.
		2) Students will set goals and act reliably according to future plan.	<input type="checkbox"/> I can understand the purpose of any task or activity given to me and tackle it with ease.	<input type="checkbox"/> I can understand the purpose of the tasks and activities I am given and tackle them with ease. <input type="checkbox"/> Although I have not yet found a clear purpose for myself, I can at least see some connection between the tasks and activities and my vision for the future.	<input type="checkbox"/> I understand the purpose of the tasks and activities I am given and am able to tackle them. <input type="checkbox"/> Although I am not yet able to show evidence of this, I can see a connection between the tasks and activities and my vision for the future, and I am able to set clear goals for myself.	<input type="checkbox"/> I can understand the purpose of the tasks and activities I am given and can tackle them. <input type="checkbox"/> I can see the connection between the tasks and activities and my future plans, set clear goals for myself, and show evidence of taking action to achieve them.
		3) Students will utilize obtained knowledge, techniques & skills, and attitude, find new value and challenges from own experience and solve. ① Students will create new values based on their own experience. ② Students will comprehensively utilize acquired the knowledge, technology & skills, attitudes, etc. so far and apply them to new tasks planed by themselves to solve the problem.	<input type="checkbox"/> I solve the tasks and activities given to me only through the content of the class. <input type="checkbox"/> I regard experiences and knowledge as separate things that are not connected to anything outside of the class.	<input type="checkbox"/> I can apply and solve given problems and activities, including experiences outside of class. <input type="checkbox"/> I can discover my own ideas, values, and new problems from the problem. <input type="checkbox"/> I am not yet able to take a continuous and comprehensive view of individual experiences and knowledge.	<input type="checkbox"/> I can apply my experiences outside of class to solve problems and activities given to me. <input type="checkbox"/> I discover my own ideas, values, and new problems from the problems. <input type="checkbox"/> I can take a comprehensive, continuous view of individual experiences and knowledge, but I have not yet reached the point where I can solve problems that I set for myself.	<input type="checkbox"/> I can apply my experiences outside of class to solve given problems and activities. <input type="checkbox"/> I discover my own ideas, values, and new problems from the problem. <input type="checkbox"/> I can see a comprehensive view in which individual experiences and knowledge are connected. <input type="checkbox"/> I can solve problems that I set for myself and discover new value.