Citizenship – 3-5

<u>Citizenship</u> **is respectfully and positively impacting others and being actively involved in addressing community, national and/or global issues.**

	Novice	Basic	Proficient	Advanced
Impact on others	Seeks answers to questions about own and other perspectives, responding to questions by identifying diversity and beliefs and how understanding differences helps build solutions.	Asks clarifying questions based on study of different perspectives and responds with an understanding of diversity and beliefs of others compared to self.	Creates questions from personal observation, research about differing perspectives and analyzes connections between an individual's personal decision-making on improvements related to local and/or global issues.	Crafts questions about own and other perspectives and researches using credible sources how personal decisions and community actions alongside natural and human environmental challenges can be addressed to make improvements.
Actively involved in addressing community, national and/or global issues	Identifies ways to take a role in solving problems and making improvements within the school and community.	Contributes to a group in solving problems or making improvements within the school and community.	Determines ways to take action to address issues and make improvements in the local and/or global community.	Takes action to address a community need or problem; makes connections with an organization or agency beyond school; and contributes to a solution.

Collaboration – 3-5

<u>Collaboration</u> **is working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of environments.**

	Novice	Basic	Proficient	Advanced
Working interdependently	Identifies roles and norms within a provided or familiar teamwork structure and fulfills a role with close guidance from or monitoring by others.	Describes and fulfills the duties and responsibilities of a single role within a group structure following established norms in order to complete a task.	Explains the duties of different team roles within a familiar or provided structure, fulfills a variety of assigned roles and responsibilities and implements agreed-upon norms when individual roles and responsibilities are clearly defined.	Generates roles, responsibilities and norms within a team structure to accomplish an assigned task and fulfills a leadership role by matching team members' strengths to various roles and responsibilities to accomplish an assigned task.
Learning and contributing to learning	Answers specific questions about individual work and provides general feedback to others.	Reviews work in response to feedback from teacher and/or peers, shares learning during group discovery time, and provides feedback to others based on the team's goal.	Revises work in response to feedback, peer interaction, and self-assessment to meet or exceed the criteria for success, expands on the learning and resources gathered by other group members, and provides specific feedback to others based on success criteria.	Engages team to act upon advancing the knowledge base of all group members, uses self-reflection and feedback to ask clarifying questions to guide revisions or make improvements to the product to meet or exceed criteria for success.
Purpose	Sets completion goals as a team with guidance and submits products related to the goals without prompting.	Sets learning goals as a team that pertain to the task and makes individual contributions to final group product.	Determines group and individual goals related to the task, builds shared knowledge, creates a product, and reflects on learning.	Explains rationale behind team and individual goals while balancing individual task completion, builds shared understanding, meets team goals in agreed timeframe in order to create a product, and shows evidence of self-reflection on individual and group learning.

Communication – 3-5

Communication **is interacting with others to convey meaning and gain understanding for multiple purposes, settings and audiences including the digital environment.**

	Novice	Basic	Proficient	Advanced
Interacting with others	Identifies different contexts, purposes and audiences for communication and engages with others by taking turns to respond.	Chooses an appropriate level of formality for a familiar context, purpose and/or audience and follows structured norms for responding.	Uses an appropriate level of formality for different contexts, purposes and audiences and utilizes active listening and response strategies.	Employs an appropriate level of formality for different contexts, purposes and audiences, employs a variety of effective strategies in interacting with others and follows norms for dialogues, discussions and decision-making.
Conveying meaning and gaining understanding	States ideas, asking and answering basic questions within dialogue and discussions and uses visuals to communicate thinking.	Contributes ideas and asks questions to check personal understanding, provides evidence for ideas and integrates visuals to communicate thinking and add interest.	Shares ideas, builds upon others' thinking, asks questions to clarify ideas of others, provides supporting evidence with citations, interprets words and images and integrates visuals into presentation of ideas.	Exchanges ideas and asks questions to deepen understanding, presents own ideas and credits others' thinking, cites credible supporting evidence and interprets and integrates visuals to strengthen message and add interest.
Digital environment	Follows the provided rules for safe behavior in digital environments and uses digital tools with guidance and support.	Shows an understanding of safe behavior when communicating in digital environments and uses provided digital tools and multimedia independently.	Uses digital tools, creates multimedia and works in online environments to convey ideas and collaborate with others while demonstrating safe behavior.	Selects and uses digital tools and creates multimedia to enhance communication and demonstrates safe, legal and ethical behavior in online environments.

Creativity 3-5
<u>Creativity</u> **is generating ideas and approaches to design innovations, construct solutions, build understanding, and express perspectives.**

	Novice	Basic	Proficient	Advanced
Generating ideas	Completes basic brainstorming and comes up with several options related to a teacher-provided task.	Makes list of own ideas based on personal experiences and discussion with others for an open-ended task.	Generates own options demonstrating symbolic thinking, considering personal experience, looking at models, and conducting initial research.	Builds upon self-generated options by developing a deeper understanding of content, and considering different purposes such as to invent, to entertain, to solve problems or to communicate something new.
Approaches	Stays within guidelines to outline steps for trying out ideas to lead to a product for a given audience and purpose.	Creates own outline of steps which plays with different ideas to lead to a product for a personally identified audience and a given purpose.	Designs a process for making a product, which outlines steps, names a target audience, and states a clear purpose.	Forms process for turning imaginative ideas into a reality pursuing a specific audience and purpose, creating iterations of the product.
Innovations, solutions, understandings, perspectives	Modifies a basic product, process, resolution or concept that is interesting, new, or helpful.	Makes a product, process, resolution or concept that is interesting, new or helpful.	Crafts a product, process, resolution or concept that is interesting, new, or helpful, that may break from convention and still serves its intended purpose.	Creates a product, process, resolution, or concept that shares something that uses ingenuity, imagination, or is visually engaging.

Critical Thinking – 3-5

<u>Critical thinking</u> **is generating questions, evaluating information and arguments, making connections, identifying patterns, reasoning, constructing knowledge and applying it to solve problems in the real world.**

	Novice	Basic	Proficient	Advanced
Generating questions	Generate own questions related to a given topic or an area of study.	Develops a set of general questions to be used for an investigation.	Formulates a variety of questions to pursue in solving a problem or meeting a challenge.	Determines a set of questions after building background knowledge to clarify and guide an inquiry into a problem, investigation, or challenge.
Evaluating information and arguments	Decides which facts, details, and data accurately address a topic.	Gathers information from a variety of sources decides whether information is trustworthy, relevant and useful.	Evaluates information and arguments from different types of sources to determine if evidence is useful, from a credible source, and arguments are well supported.	Establishes appropriate criteria to evaluate information and arguments, considers different perspectives, decides whether information is trustworthy, relevant and useful, and identifies strengths and weaknesses of different arguments.
Making connections and identifying patterns	Uses provided categories to organize information identifying patterns, relationships, similarities, and/or differences.	Determines general categories to organize information and identifies patterns, relationships, similarities, and/or differences.	Categorizes information in a problem, investigation, or challenge to organize evidence for comparison, classification, and identifying patterns.	Reorganizes information to work through different ways to view evidence in a problem, investigation or challenge to convey different perspectives and solutions.
Reasoning and constructing knowledge	States key ideas naming supporting ideas, data, and evidence.	Interprets gathered ideas, data, information and evidence to build knowledge.	Draws conclusions from gathered ideas, data, information and evidence to build knowledge.	Revises existing and creates new knowledge based on gathered arguments, data, information, and evidence.
Problem solving and applying it in the real world	Determines effectiveness of different approaches or solutions to a problem.	Proposes possible solutions to an authentic problem and compares the effectiveness of different solutions to a problem.	Identifies an authentic problem, proposes approaches or solutions, explains potential impact, and takes action.	Investigates an authentic problem, proposes approaches or solutions based on research, explains potential impact, takes action, and evaluates effectiveness.

Growth Mindset – 3-5
<u>Growth Mindset</u> **is working through challenges showing tenacity, perseverance, resilience, self-regulation and self-advocacy.**

	Novice	Basic	Proficient	Advanced
Tenacity, perseverance, and resilience	Follows directions and practices a strategy to face a challenge in learning something new after the strategy is modeled by a teacher or peer.	Identifies a strategy or activity from a list to help face a challenge in learning something new and is able to look at a situation differently.	Attempts different strategies when facing a challenge in learning, maintains composure when frustrated, and continues with a focused effort to try other options when facing setbacks.	Takes on challenging tasks selecting strategies that have been most effective in the past or investigating new strategies, which involve deliberate practice.
Self-Regulation	Outlines actions that must be taken after reviewing a provided task and goal and sustains attention to tasks with prompting.	Identifies the task goal, plans action steps, sustains attention to steps and reflects on progress.	Builds a plan to reach a goal, tracks progress, maintains attention and effort to reach goal, and uses feedback and self-reflection to improve learning.	Sets a short-term goal, creates and carries out a plan with clearly defined action steps, monitors progress toward achieving goal, and adjusts plan as needed and seeks feedback and self-reflection to improve learning.
Self-Advocacy	Identifies strengths and areas of challenge and utilizes resources such as classroom visuals and materials, peers, teachers and school staff to seek assistance or develop new strategies.	Uses self-assessment to meet learning needs by removing distractions, strengthening study skills, accessing provided resources, and requesting support as needed.	Applies learning from self-assessment to be more proactive including seeking extra learning sessions, continuously asking clarifying questions and identifying needed resources.	Describes how individual strengths, challenges, preparation and actions connect to outcomes, identifies learning target, a problem-solving process and the resources that could be accessed to improve circumstances.