Citizenship – 6-8

<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 provided questions on study of differing perspectives, bias and responds with an understanding of diversity and beliefs of others compared to self.	Searches for answers to questions about own and other perspectives comparing personal observation to research about a variety of worldviews in order to take a variety of perspectives into account before taking action to address a civic need.	Pursues a deeper understanding about own and other perspectives, customs and bias through research using credible primary and secondary resources to make connections between individual, community, and environmental challenges in order to address issues and make improvements.	Promotes engagement with others in deepening cross-cultural understanding including cultural history, customs and bias through research and discourse to acknowledge multiple perspectives and collectively determine best path to improvements.
Actively involved in addressing community, national and/or global issues	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 accounting for different opinions; makes connections with an organization or agency beyond school; and contributes to a solution.	Initiates action to lead an effort to address a community need or problem taking into consideration cultural diversity, ethical implications and resource availability.

Collaboration – 6-8

<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 different roles within the team, tasks that need to be completed and norms for collaboration in order to reach team goals.	Fulfills the duties and responsibilities of a single role within a team structure adhering to agreed-upon norms and works with others to determine roles and responsibilities for team members.	Describes the duties of different team roles needed to complete the task and fulfills various roles and responsibilities in order to complete a task including contributing new ideas, solutions or alternatives to the team.	Explains the duties of any team role, performs various roles in groups, and provides leadership through addressing challenges, resolving conflicts, using individual strengths of others and encouraging team members with specific feedback about progress and effort.
Learning and contributing to learning	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.	Proactively solicits feedback on individual and teamwork, engages experts and investigates in partnership with others to construct knowledge, acts upon feedback to improve individual and teamwork, and provides constructive feedback in a manner that is appropriate to the audience and topic.
Purpose	Sets learning goals as a team that pertain to the task, makes individual contributions to each phase of the development process, and reflects on quality of 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, and meets team goals in agreed timeframe in order to create a product and show evidence of self-reflection on individual and group learning.	Evaluates team and individual goals, considers what is necessary in building shared understanding, prioritizing tasks, monitoring own and group's progress and adjusts scope and timeframe as needed to be able to submit a quality product with clear evidence of learning.

Communication – 6-8

<u>Communication</u> 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	Chooses an appropriate level	Uses an appropriate level of	Employs an appropriate level	Develops message for different
with others	of formality for a familiar	formality for different	of formality for different	contexts, purposes and audiences
	context, purpose and/or	contexts, purposes and	settings, contexts, purposes	in diverse settings by utilizing
	audience and follows	audiences and utilizes active	and audiences, employs a	effective vocal techniques and
	structured norms for	listening and response	variety of effective strategies	nonverbal communication,
	responding.	strategies.	in interacting with others and	empathetic listening and response
			follows norms for dialogue,	strategies and follows protocols in
			discussions and decision-	dialogue, discussions and decision-
			making.	making.
Conveying	Contributes ideas and asks	Shares ideas, builds upon	Exchanges ideas and asks	Synthesizes ideas and evidence,
meaning and	questions to check personal	others' thinking, asks	questions to deepen	asks questions to probe and qualify
gaining	understanding, provides	questions to clarify ideas of	understanding, presents own	thinking, clarifies perspectives,
understanding	evidence for ideas and	others and provides	ideas and credits others'	cites credible sources and utilizes
	integrates visuals to	supporting evidence with	thinking, cites credible	visual elements to strengthen the
	communicate thinking and	citations and visuals into	supporting evidence,	exchange of ideas and deepen
	add interest.	presentation of ideas.	interprets words and images	understanding.
			and integrates visuals to	
			strengthen claims and add	
D: -:4-1	Hann manidad dinital table	Applies disited to als greates	interest.	Change disital to also and amentas
Digital	Uses provided digital tools	Applies digital tools, works with multimedia and works in	Selects digital tool and creates multimedia to	Chooses digital tools and creates multimedia that best fit the
environment	independently, works with multimedia and shows an			
		online environments to	effectively collaborate,	purpose and audience to enhance
	understanding of the	convey ideas, collaborate with others, credit sources	compose, illustrate, convey ideas and conduct research	message, clarify meaning, collaborate with others and build
	expectations for sharing sources and safe behavior	· ·		
		used and follow expectations	while demonstrating safe,	shared understanding while
	when communicating online.	for safe and acceptable behavior when	legal and ethical behavior	demonstrating safe, legal and
			including compliance with	ethical behavior including
		communicating online.	copyright law and district	compliance with copyright law and district policies in online
			policies in online environments.	environments.
			environments.	environments.

Creativity 6-8

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

	Novice	Basic	Proficient	Advanced
Generating ideas	Makes list of own ideas based on personal experiences and discussion with others for an openended 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.	Represents a variety of important ideas referencing a wide variety of sources, evaluates whether ideas are plausible, can be combined to enhance originality, to challenge existing boundaries, and to consider in detail how well ideas solve problems, communicate or entertain.
Approaches	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 specific audience and purpose, creating iterations of the product.	Shapes original ideas moving imaginatively from ideas to reality around a clear purpose into a coordinated plan to produce draft versions or trial runs that receive feedback and allow for revision prior to construction of final product.
Innovations, solutions, understandings, perspectives	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 visually engaging.	Shares viewpoint through product showing new ways of thinking, revealing hidden patterns, making connections between seemingly unrelated phenomena, and/or generating resolutions that engage the target audience.

Critical Thinking – 6-8

<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	Develops a set of questions to	Formulates specific and	Determines a set of questions	Refines an initial set of questions
questions	be used to conduct an inquiry	relevant questions to clarify	after building background	based on research to determine the
	into a problem, investigation,	and guide an inquiry into a	knowledge to reveal	essential question that will guide
	or challenge.	problem, investigation, or	important aspects for an	an inquiry into a problem,
		challenge.	inquiry into a problem,	investigation, or challenge.
			investigation, or challenge.	
Evaluating	Gathers information from a	Evaluates information and	Establishes appropriate	Interprets and evaluates the
information	variety of sources decides	arguments from different	criteria to evaluate	sources of evidence, the accuracy
and arguments	whether information is	types of sources to determine	information and arguments,	and relevance of information, the
	trustworthy, relevant and	if evidence is useful, from a	considers different	strengths of arguments, interprets
	useful.	credible source, and	perspectives, decides whether	significance, and clarifies meaning
		arguments are well supported.	information is trustworthy,	taking into account the complexity
			relevant and useful, and	of the challenge, issue, or problem.
			identifies strengths and	
			weaknesses of different	
M-1-!	Determines consul estacorios	Catagorinas information in a	arguments.	Duionitino quidance ideas
Making connections	Determines general categories to organize information and	Categorizes information in a problem, investigation, or	Reorganizes information to work through different ways	Prioritizes evidence, ideas, questions, and issues and
	identifies patterns,	challenge to organize	to view evidence in a	recognizes or creates patterns and
and identifying	relationships, similarities,	evidence for comparison,	problem, investigation, or	relationships across disciplines to
patterns	and/or differences.	classification, and identifying	challenge to convey different	define a problem, investigation, or
	and/or differences.	patterns.	perspectives and solutions.	challenge.
Reasoning and	Interprets gathered ideas,	Draws conclusions from	Revises existing and creates	Deepens knowledge, drawing
constructing	data, information and	gathered ideas, data,	new knowledge based on an	logical conclusions through
knowledge	evidence to build knowledge.	information and evidence to	evaluation of arguments, data,	research, examination of multiple
Miowieuge	evidence to build knowledge.	build knowledge.	information, and evidence.	perspectives and disciplines, and
		ouru mio wieuge.		evaluation of arguments, data,
				information, and evidence.
Problem	Proposes possible solutions to	Identifies an authentic	Investigates an authentic	Conducts research into an
solving and	an authentic problem and	problem, proposes	problem, proposes	authentic problem, analyzes
applying it in	compares the effectiveness of	approaches or solutions,	approaches or solutions based	multiple approaches or solutions,
the real world	different solutions to a	explains potential impact, and	on research, explains	articulates the advantages of
	problem.	takes action.	potential impact, takes action,	different options, and evaluates the
			and evaluates effectiveness.	effectiveness of determined action.

Growth Mindset – 6-8

<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	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.	Approaches challenging tasks by experimenting with strategies including taking risks, using skilled peers and expert feedback; drawing on learning from other disciplines, and external resources to deepen learning.
Self-Regulation	Identifies the task goal, plans actions steps, sustains attention to steps and reflects on progress.	Outlines 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.	Determines learning goal, designs concrete plan based on review of evidence including review of past performance, self-reflection, and consultation; implements plan and evaluates success.
Self-Advocacy	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.	Employs strategies that assess what is needed, takes inventory of accessible resources, determines desired outcomes, plans steps to take, gathers information, makes connections, and acts on advice or information gathered to make improvements or solve problems.