



Everett Public Schools
21st Century Skills
Grades 3-5



Overview

Deeper Learning

Everett Public Schools graduates are college, career, and life ready: They have the academic knowledge, attitudes, and skills to successfully transition to college level coursework, workforce training, and/or employment so they can adapt to the ever-changing world in pursuit of their goals.



Citizenship

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



Collaboration

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



Communication

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



Creativity

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



Critical thinking

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



Growth mindset

Growth mindset is working through challenges showing tenacity, perseverance, resilience, self-regulation and self-advocacy.



Citizenship

Respectfully and positively impacting others and being actively involved in addressing community, national and/or global issues.

	Novice	Basic	Proficient	Advanced
Impact on others	Searches for answers to questions about why there are different perspectives about an issue, responding to provided questions which call for identifying diversity and how understanding differences helps build solutions.	Clarifies understanding of different perspectives and bias before seeking answers and responds with an understanding of diversity and beliefs of others compared to self.	Researches differing perspectives and analyzes connections between individual best interest and local and global interests to identify the questions to pursue which considers worldviews before taking action to address a civic need.	Determines credible sources to build a rich knowledge base of a wide range of perspectives, bias and customs in order to determine 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.	Defines a problem to solve and implements an action plan that addressed an issue and make improvements in the local and/or global community.	Takes action to address a community need or problem, accounts for different opinions, makes connections with an organization or agency beyond school, and contributes to a solution.



Collaboration

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 team structure and fulfills a role with close guidance from or monitoring by others.	Describes different roles within a team and fulfills the duties completing the tasks of a single role while following established norms in order to reach team goals.	Works with others to define roles and responsibilities clearly for each team member and fulfills the duties and responsibilities within the team following agreed-upon norms.	Determines group and individual goals when teaming, builds shared knowledge and co-creates a product where each team member is able to contribute new ideas or propose solutions/alternatives, and reflects as a group on learning.
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 advance the knowledge base of all group members and 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 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

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, and follows norms for discussion.	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, asks and answers 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 and credits others' thinking, cites credible supporting evidence, and integrates visual and multimedia elements to strengthen message and add interest.
Digital environment	Uses digital tools with guidance and support and follows the provided rules for safe behavior in digital environments.	Uses provided digital tools and multimedia, shows an understanding of expectations for sharing sources, and demonstrates expectation for safe behavior when communicating online.	Uses digital tools and multimedia, creates visuals, credits sources, works in online environments to convey ideas and collaborate with others, and demonstrates expectations for safe and acceptable behavior when communicating online.	Selects and uses digital and multimedia tools, creates visuals and multimedia to enhance messages, collaborates with others, conducts research, and demonstrates safe, legal and ethical behavior in online environments including compliance with copyright law and district policies.



Creativity

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.
Determining 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 allows for playing with different ideas before creating a product for an identified audience and a given purpose.	Determines a process for making a product, which outlines steps, determines a target audience, and states a clear purpose. .	Designs a process for turning ideas into a reality pursuing a specific audience and purpose with a time allotted to creating iterations of the product.
Innovations, solutions, understandings, and 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.	Designs and creates a product, process, resolution or concept that is interesting, new, or helpful that may break from convention and still serves its intended purpose.	Proposes optional designs for a product, process, resolution, or concept and then selects an option to create that uses ingenuity, imagination, or is visually engaging.



Critical Thinking

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	Generates 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 after initial research a variety of questions in solving a problem or meeting a challenge.	Builds background knowledge to frame a set of questions that clarify and guide 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 and 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 if information is trustworthy, relevant, and useful; and identifies relative strength 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 most effective options 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

Working through challenges showing tenacity, perseverance, resilience, self-regulation and self-advocacy.

	Novice	Basic	Proficient	Advanced
Tenacity, perseverance, and resilience	Practices a strategy after the strategy is modeled by a teacher or peer to face a challenge in learning something new.	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 challenges; maintains composure when frustrated; and tries other options when facing setbacks.	Takes on challenging tasks selecting strategies that have been most effective in the past or investigates new strategies to find one that might be more effective then follows up with deliberate practice.
Self-regulation	Outlines actions that need to be taken after reviewing a provided goal and sustains attention with prompting.	Identifies the task goal, plans and takes action, sustains attention, and reflects on progress.	Outlines a plan to reach a goal, tracks progress, maintains attention and effort, and uses feedback and self-reflection to improve.	Creates a plan with clearly defined action steps to reach a short-term goal, monitors progress toward achieving goal, adjusts plan as needed, and seeks feedback and self-reflection to improve.
Self-advocacy	Identifies strengths and areas of challenge then utilizes resources such as visuals, classroom materials, peers, teachers, or staff to seek assistance or develop 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 support, 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.