



Everett Public Schools
21st Century Skills
Grades 6-8



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



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	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.	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.	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.	Addresses a community need or problem outlining a thoughtful plan; initiates action in an effort to address a community need or problem, taking into consideration cultural diversity, ethical implications and resource availability, financial constraints, timeliness, and competing interests.



Collaboration

Working interdependently, learning from and contributing to the learning of others for a shared purpose in a wide range of

	Novice	Basic	Proficient	Advanced
Working inter-dependently	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.	Explains the duties of each group member's role and the role's importance in reaching team goals; performs various roles in different groups including leader; addresses challenges, resolves conflicts, and utilizes each member's strengths; and encourages others 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 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.	Solicits feedback on individual and teamwork proactively, 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 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.	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

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	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.	Develops message for different contexts, purposes and audiences in diverse settings by utilizing effective verbal and nonverbal communication, empathetic listening and response strategies, and follows protocols in dialogue, discussions and decision-making.
Conveying meaning and gaining understanding	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.	Synthesizes ideas and evidence, asks questions to probe and qualify thinking, clarifies perspectives, cites credible sources, and utilizes visual and multimedia elements to strengthen the exchange of ideas and deepen understanding.
Digital environment	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	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	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.	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.
Determining approaches	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.	Shapes original or imaginative ideas around a clear purpose into design phases that produce draft versions, mock-ups, or trial runs that receive feedback and allow for revision prior to presentation of final product.
Innovations, solutions, understandings, and perspectives	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.	Consults on possibilities for product and that will best show new ways of thinking, reveal hidden patterns, make connections between seemingly unrelated phenomena, and/or generate resolutions that engages the target audience.



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	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.	Researches to refine an initial set of questions into a set of essential questions that guide the inquiry into a problem, investigation, or challenge.
Evaluating information and arguments	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.	Interprets and evaluates the sources of evidence, the accuracy and relevance of information, and the strengths of arguments; interprets significance; and clarifies meaning taking into account the complexity of the challenge, issue, or problem.
Making connections and identifying patterns	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.	Prioritizes evidence, ideas, questions, and issues; and recognizes or creates patterns and relationships across disciplines to define a problem, investigation, or challenge.
Reasoning and constructing knowledge	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.	Deepens knowledge through thoughtful investigation across disciplines; draws logical conclusions through research, examination of multiple perspectives and disciplines; and evaluation of arguments, data, information, and evidence.
Problem solving and applying it in the real world	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.	Conducts research into an authentic problem, analyzes multiple approaches or solutions, articulates the advantages of different options, takes action, and evaluates the effectiveness of determined action.



Growth Mindset

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 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.	Approaches challenging tasks by experimenting with strategies including taking risk and using skilled peers and expert feedback; draws on learning from other disciplines and external resources to deepen learning and set up routines for practicing new skills.
Self-regulation	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.	Determines learning goals; designs and implements concrete plan based on review of evidence including review of past performance, self-reflection and consultation; 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 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.	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.