

Citizenship – 3-5

Citizenship 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

Collaboration 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 |
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| 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 |
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| 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

Creativity 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

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.

| | Novice | Basic | Proficient | Advanced |
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| 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

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

| | Novice | Basic | Proficient | Advanced |
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| 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. |