

## Citizenship – 9-12

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

	Novice	Basic	Proficient	Advanced
<b>Impact on others</b>	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 to acknowledge present circumstances and collectively determine best path to improvements.	Reflects on own attitudes, beliefs, and values based on ongoing learning with diverse perspectives and advocates for engaging diverse communities in deepening understanding of each other to build productive relationships.
<b>Actively involved in addressing community, national and/or global issues</b>	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.	Address a community need or problem outlining a plan that takes into consideration cultural diversity, ethical implications, resource availability, financial constraints, timeliness, and competing interests.	Enact an informed civic plan of action involving others that integrates multiple perspectives, considers resource constraints, and applies understanding of diverse communities to improve conditions at the local, regional, or global level.

## Collaboration – 9-12

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

	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Working interdependently</b>	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.	Forming or joining collaborative teams to advance self-identified goals; acknowledging others' skills, knowledge, creativity and contributions; and building and maintaining relationships for future collaboration.
<b>Learning and contributing to learning</b>	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.	Develops process and safe environment for timely and routine feedback including collecting and evaluating evidence; constructing knowledge; assessing progress; addressing challenges; balancing self and peer evaluation; and generating alternatives and/or action plan for continuation or improvement.
<b>Purpose</b>	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.	Provides leadership in reaching both team and individual goals, takes initiative to solve problems, assists others to identify and overcome barriers, and submits a product that meets or exceeds the expectations for the task and improves the overall learning of each member of the group.

## Communication – 9-12

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

	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Interacting with others</b>	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 settings, 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 vocal techniques and nonverbal communication, empathetic listening and response strategies and follows protocols in dialogue, discussions and decision-making.	Enhances message for multiple and diverse contexts, purposes and audiences by strategically selecting communication strategies and leveraging protocols and processes in dialogue, discussions, decision making and reflection that best fit the setting and heightens impact.
<b>Conveying meaning and gaining understanding</b>	Shares ideas, builds upon others' thinking, asks questions to clarify ideas of others, provides supporting evidence with citations and integrates multimedia and visuals into presentation of ideas.	Exchanges ideas and asks question to deepen understanding, presents own ideas and credits others' thinking, cites credible supporting evidence and visuals to strengthen claims and add interest.	Synthesizes ideas and evidence, asks questions to probe and qualify thinking, clarifies perspectives, cites credible sources and both interprets and utilizes visual elements to strengthen the exchange of ideas and deepen understanding.	Investigates the intersection and divergence of ideas, analyzes assumptions, perspectives, reasoning and evidence and explores impact of visual elements to provide greater clarity, provoke thinking and deepen shared understanding.
<b>Digital environments</b>	Applies digital tools, works with multimedia and works in online environments to convey ideas, collaborate with others, credit sources used and follow expectations for safe and acceptable behavior when communicating online.	Selects digital tools and creates multimedia to effectively collaborate, compose, illustrate, convey ideas and conduct research while demonstrating safe, legal and ethical behavior including compliance with copyright law and district policies in online environments.	Chooses digital tools and creates multimedia that best fit the purpose and audience to enhance message, clarify meaning, collaborate with others and build shared understanding while demonstrating safe, legal and ethical behavior including compliance with copyright law and district policies in online environments.	Maximize efficiency and effectiveness by strengthening collaboration with others, evaluating outcomes and aligning the use of digital tools and creation of multimedia with the purpose and audience while demonstrating safe, legal and ethical behavior including compliance with copyright law and district policies in online environments.

## Creativity 9-12

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

	Novice	Basic	Proficient	Advanced
<b>Generating ideas</b>	Generates ideas that represents important concepts from different contexts or disciplines, considers 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.	Blends ideas across disciplines and contexts, asks new questions, demonstrates deep understanding of relevant content, makes new or unique connections, considers and evaluates alternatives or possible obstacles, and develops insights about particular needs and interests of the target audience.
<b>Approaches</b>	Designs a process for making a product, which outlines steps, names a target audience, and states 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	Transitions ideas into design phases with feedback loops which allow for building new skills, investigating variations, considering going beyond conventional boundaries, responding to critique and audience reactions as well as document iterations of development for implementation by others.
<b>Innovations, solutions, understandings, perspectives</b>	Crafts a product, process, resolution or concept that is interesting, new, or helpful, that may break from convention and still serves its intended purpose accepting critique from others.	Creates a product, process, resolution, or concept that shares something that uses ingenuity, imagination, or is 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.	Produces a revised more complex product through response to self-reflection and feedback gathered throughout the process, to improve aesthetic appeal, better meet a purpose, or more deeply engage a target audience so that the product is more fun, complex, engaging, or effective.

## Critical Thinking – 9-12

**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.**

	<b>Novice</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Generating questions</b>	Formulates specific and relevant questions to clarify and guide an inquiry into a problem, investigation, or challenge.	Determines a set of questions after building background knowledge to reveal important aspects for an inquiry into a problem, investigation, or challenge.	Refines an initial set of questions based on research to determine the essential question that will guide an inquiry into a problem, investigation, or challenge.	Generates thought-provoking inquiry questions, carefully phrasing them to influence the depth, quality, and value of the information obtained through an inquiry into a problem, investigation, or challenge.
<b>Evaluating information and arguments</b>	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.	Interprets and evaluates the sources of evidence, the accuracy, validity, and relevance of information, the strengths of arguments, interprets significance, and clarifies meaning taking into account the complexity of the problem, issue, or challenge.	Analyzes a problem, investigation, or challenge, determines validity and reliability of evidence, assessing claims within arguments, selecting information that is sufficient in terms of quantity and relevance, examining diverse and competing perspectives, and accounting for complexities.
<b>Making connections and identifying patterns</b>	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.	Synthesizes evidence, ideas, questions, and issues to reveal or generate patterns and to determine relationships to design a problem, investigation or challenge.
<b>Reasoning and constructing knowledge</b>	Draws conclusions from gathered ideas, data, information and evidence to build knowledge.	Revises existing and creates new knowledge based on an evaluation of arguments, data, information, and evidence.	Deepens knowledge, drawing logical conclusions through research, examination of multiple perspectives and disciplines, and evaluation of arguments, data, information, and evidence.	Synthesizes diverse information from multiple sources, makes inductive and deductive inferences, explains rationale, and reconciles contradictory sources to draw logical conclusions and develop theories.
<b>Problem solving and applying it in the real world</b>	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, and evaluates the effectiveness of determined action.	Demonstrates an in-depth understanding of an authentic problem, engages with experts in trials of proposed approaches and solutions, and validates the utility and sustainability in a real-world context.

## Growth Mindset – 9-12

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

	Novice	Basic	Proficient	Advanced
<b>Tenacity, perseverance, resilience</b>	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.	Seeks out challenges that push comfort level, uses past learning experiences, identifies effective strategies and investigates new ones, demonstrates belief in the ability to improve, and uses feedback to deepen learning.
<b>Self-Regulation</b>	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 goals, designs concrete plan based on review of evidence including review of past performance, self-reflection, and consultation; implements plan and evaluates success.	Establishes short-term and long term goals with clear action plans based on self- assessment, anticipates time and resource requirements, integrates research, and seeks input and advice to make improvements through collaboration, consultation and self-reflection.
<b>Self-advocacy</b>	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.	Pursues opportunities, strategically addresses concerns, and identifies what is desired and needed, plans options for steps to take including conducting inquiries and navigating support networks.