

Students will demonstrate the ability to be productive, self-directed learners.

11 - 12	Substantially Below Proficient			Partially Proficient	Proficient	PD
9 - 10	Substantially Below Proficient		Partially Proficient	Proficient	Proficient with Distinction	
7 - 8	Substantially Below	Partially Proficient	Proficient	Proficient with Distinction		
#	1	2	3	4	5	6
	With support, minimally able to: <input type="checkbox"/> Set and meet short and long term goals <input type="checkbox"/> Do what’s needed to reach the next level <input type="checkbox"/> Identify what’s most important; stay on task to get it done on time <input type="checkbox"/> Come prepared <input type="checkbox"/> Accept and deal with changes, including when things go wrong <input type="checkbox"/> Know how to do things better next time; learn from mistakes <input type="checkbox"/> Consider input from others <input type="checkbox"/> Make good choices and accept consequences <input type="checkbox"/> Ask for help when needed; tell adults when something is wrong <input type="checkbox"/> Identify good tools for the job, including technology, and use them appropriately <input type="checkbox"/> Form opinions and express appropriately <input type="checkbox"/> Explore creative ideas <input type="checkbox"/> Seek connections between my life and my learning <input type="checkbox"/> Challenge myself	With support, usually able to: <input type="checkbox"/> Set and meet short and long term goals <input type="checkbox"/> Do what’s needed to reach the next level <input type="checkbox"/> Identify what’s most important; stay on task to get it done on time <input type="checkbox"/> Come prepared <input type="checkbox"/> Accept and deal with changes, including when things go wrong <input type="checkbox"/> Know how to do things better next time; learn from mistakes <input type="checkbox"/> Consider input from others <input type="checkbox"/> Make good choices and accept consequences <input type="checkbox"/> Ask for help when needed; tell adults when something is wrong <input type="checkbox"/> Identify good tools for the job, including technology, and use them appropriately <input type="checkbox"/> Form opinions and express appropriately <input type="checkbox"/> Explore creative ideas <input type="checkbox"/> Seek connections between my life and my learning <input type="checkbox"/> Challenge myself	With some support, consistently able to: <input type="checkbox"/> Set and meet short and long term goals <input type="checkbox"/> Complete steps to reach the next level <input type="checkbox"/> Identify what’s most important; stay on task to get it done on time <input type="checkbox"/> Come prepared <input type="checkbox"/> Accept and deal with changes, including setbacks <input type="checkbox"/> Identify areas to improve; learn from mistakes <input type="checkbox"/> Include input from others to inform work <input type="checkbox"/> Make good choices and “own” consequences <input type="checkbox"/> Ask for help when needed; tell adults when something is wrong <input type="checkbox"/> Identify good tools for the job, including technology, and use appropriately <input type="checkbox"/> Form opinions and express appropriately <input type="checkbox"/> Develop creative ideas <input type="checkbox"/> Seek connections between my life and my learning <input type="checkbox"/> Challenge myself	With minimal support, consistently able to: <input type="checkbox"/> Set and meet short and long term goals <input type="checkbox"/> Meet requirements for next transition <input type="checkbox"/> Prioritize and manage time (stay on task) to meet deadlines <input type="checkbox"/> Anticipate and prepare needed materials <input type="checkbox"/> Adjust to changing situations, including setbacks <input type="checkbox"/> Identify areas to improve; learn from mistakes <input type="checkbox"/> Evaluate and appropriately respond to feedback <input type="checkbox"/> Make good choices and “own” consequences <input type="checkbox"/> Advocate for and take ownership of my own learning (seek help when needed) <input type="checkbox"/> Select and ethically use appropriate tools, including technology <input type="checkbox"/> Develop and express evidence-based opinions <input type="checkbox"/> Use my creativity to be innovative <input type="checkbox"/> Seek connections between my life and my learning <input type="checkbox"/> Challenge myself	Usually able to independently: <input type="checkbox"/> Set and meet short and long term goals <input type="checkbox"/> Meet requirements for transitions <input type="checkbox"/> Prioritize and manage time to meet deadlines <input type="checkbox"/> Anticipate and prepare needed materials <input type="checkbox"/> Adjust to changing situations <input type="checkbox"/> Identify areas to improve; learn from mistakes <input type="checkbox"/> Seek, evaluate, and appropriately respond to feedback <input type="checkbox"/> Make good choices and accept repercussions <input type="checkbox"/> Advocate for and take ownership of my own learning <input type="checkbox"/> Select and ethically use appropriate tools, including technology <input type="checkbox"/> Develop evidence-based opinions and express appropriately for audience <input type="checkbox"/> Use my creativity to be innovative <input type="checkbox"/> Seek connections between my life and my learning <input type="checkbox"/> Challenge myself	Consistently able to independently: <input type="checkbox"/> Set and meet short and long term goals <input type="checkbox"/> Transition to the next level <input type="checkbox"/> Prioritize and manage time <input type="checkbox"/> Anticipate and prepare materials <input type="checkbox"/> Adjust to changing situations <input type="checkbox"/> Identify areas to improve; learn from mistakes <input type="checkbox"/> Seek, evaluate, and appropriately respond to feedback <input type="checkbox"/> Make good choices and accept repercussions <input type="checkbox"/> Advocate for my own learning <input type="checkbox"/> Select and ethically use appropriate tools <input type="checkbox"/> Develop evidence-based opinions and express appropriately <input type="checkbox"/> Use my creativity to be innovative <input type="checkbox"/> Seek connections between my life and my learning <input type="checkbox"/> Challenge myself

Students will demonstrate the ability to be an engaged and responsible member of their community.

11 - 12	Substantially Below Proficient			Partially Proficient	Proficient	Proficient w Distinction
9 - 10	Substantially Below Proficient		Partially Proficient	Proficient	Proficient with Distinction	
7 - 8	Substantially Below	Partially Proficient	Proficient	Proficient with Distinction		
#	1	2	3	4	5	6
	<p>In a group setting with external support, can minimally:</p> <ul style="list-style-type: none"><input type="checkbox"/> Be respectful and tolerant of all people both in person and online; do what’s best for all; use appropriate language; dress properly<input type="checkbox"/> Take on different jobs in a group to complete a task<input type="checkbox"/> Compromise to set and reach group goals<input type="checkbox"/> Listen to the ideas of others and be open to changing my opinions<input type="checkbox"/> Speak up appropriately<input type="checkbox"/> Use resources and technology appropriately<input type="checkbox"/> Make decisions that positively impact the larger community	<p>In a group setting with external support, can usually:</p> <ul style="list-style-type: none"><input type="checkbox"/> Be respectful and tolerant of all people both in person and online; do what’s best for all; use appropriate language; dress properly<input type="checkbox"/> Take on different jobs in a group to complete a task<input type="checkbox"/> Compromise to set and reach group goals<input type="checkbox"/> Listen to the ideas and evidence of others and be open to changing my opinions<input type="checkbox"/> Speak up appropriately<input type="checkbox"/> Use resources and technology appropriately<input type="checkbox"/> Make decisions that positively impact the larger community	<p>In a group setting with external support, can consistently:</p> <ul style="list-style-type: none"><input type="checkbox"/> Be respectful and tolerant of all people both in person and online; do what’s best for all; use appropriate language; dress properly<input type="checkbox"/> Take on different jobs in a group to complete a task<input type="checkbox"/> Compromise to set and reach group goals<input type="checkbox"/> Listen to the ideas and evidence of others and be open to changing my opinions<input type="checkbox"/> Speak up appropriately to offer my opinions and feedback<input type="checkbox"/> Use resources and technology appropriately<input type="checkbox"/> Make decisions that positively impact the larger community	<p>In a group setting with minimal external support, can consistently:</p> <ul style="list-style-type: none"><input type="checkbox"/> Behave in person and online in a professional manner (respectful and tolerant of all people; act for the betterment of others; use appropriate language; dress for the situation)<input type="checkbox"/> Adopt different roles and responsibilities as needed<input type="checkbox"/> Compromise to establish and reach group goals<input type="checkbox"/> Actively listen to a variety of perspectives, evaluate the evidence, and be open to adapting my opinions<input type="checkbox"/> Appropriately voice my opinions and feedback in the face of challenges<input type="checkbox"/> Select and use resources, including technology, in an ethical manner<input type="checkbox"/> Make decisions that positively impact the larger community	<p>In a group setting without external support, can usually:</p> <ul style="list-style-type: none"><input type="checkbox"/> Behave in person and online in a professional manner<input type="checkbox"/> Identify and adopt needed roles and responsibilities<input type="checkbox"/> Compromise to establish and reach group goals<input type="checkbox"/> Actively listen to a variety of perspectives, evaluate the evidence, and be open to adapting my opinions<input type="checkbox"/> Appropriately voice my opinions and feedback in the face of challenges<input type="checkbox"/> Select and use resources, including technology, in an ethical manner<input type="checkbox"/> Make decisions that positively impact the larger community	<p>In a group setting without external support, can consistently:</p> <ul style="list-style-type: none"><input type="checkbox"/> Behave in person and online in a professional manner<input type="checkbox"/> Identify and adopt different roles and responsibilities as needed to best leverage the strengths of the group members<input type="checkbox"/> Compromise to establish and reach group goals<input type="checkbox"/> Actively listen to a variety of perspectives, evaluate the evidence, and be open to adapting my opinions<input type="checkbox"/> Appropriately voice my opinions in the face of challenges<input type="checkbox"/> Select and use resources, including technology, in an ethical manner<input type="checkbox"/> Make decisions that positively impact the larger community

Students will demonstrate the ability to communicate.

11 - 12	Substantially Below Proficient			Partially Proficient	Proficient	Proficient w Distinction
9 - 10	Substantially Below Proficient		Partially Proficient	Proficient	Proficient with Distinction	
7 - 8	Substantially Below	Partially Proficient	Proficient	Proficient with Distinction		
#	1	2	3	4	5	6
	With support, minimally able to: <input type="checkbox"/> Choose the form of communication that best fits what I’m trying to say and who I’m saying it to <input type="checkbox"/> Organize my information; select details that fit what I’m trying to say and who I’m talking to <input type="checkbox"/> Make my point in a way that makes sense <input type="checkbox"/> Use appropriate grammar, tone, vocabulary, body language, and transitions <input type="checkbox"/> Give credit where credit is due (cite my sources)	With support, usually able to: <input type="checkbox"/> Choose the form of communication that best fits what I’m trying to say and who I’m saying it to <input type="checkbox"/> Organize my information; select details that fit what I’m trying to say and who I’m talking to <input type="checkbox"/> Make my point in a way that makes sense <input type="checkbox"/> Use appropriate grammar, tone, vocabulary, body language, and transitions <input type="checkbox"/> Give credit where credit is due (cite my sources)	With some support, consistently able to: <input type="checkbox"/> Choose the form of communication that best fits what I’m trying to say and who I’m saying it to (conversational discourse, oral presentation, written, diagram, etc) <input type="checkbox"/> Structure my message and choose my details for my audience <input type="checkbox"/> Develop my argument based on my evidence <input type="checkbox"/> Use appropriate grammar, tone, vocabulary, body language, and transitions <input type="checkbox"/> Cite my sources so I don’t plagiarize	With minimal support, consistently able to: <input type="checkbox"/> Choose the most appropriate form of communication for my message and audience <input type="checkbox"/> Use evidence and organizational structures appropriate to task and audience <input type="checkbox"/> Craft logical arguments <input type="checkbox"/> Correctly use the conventions (style, tone, specialized vocabulary and symbols, verbal and non-verbal cues, transitions) of my chosen form of communication <input type="checkbox"/> Avoid plagiarism by appropriately citing sources	Usually able to independently: <input type="checkbox"/> Choose the most appropriate form of communication for my message and audience <input type="checkbox"/> Use evidence and organizational structures appropriate to task and audience <input type="checkbox"/> Craft logical arguments <input type="checkbox"/> Correctly use the conventions of my chosen form of communication <input type="checkbox"/> Avoid plagiarism	Consistently able to independently: <input type="checkbox"/> Choose the most appropriate form of communication for my message and audience <input type="checkbox"/> Use evidence and organizational structures appropriate to task and audience <input type="checkbox"/> Craft logical arguments <input type="checkbox"/> Correctly use the conventions of my chosen form of communication <input type="checkbox"/> Avoid plagiarism

Students will demonstrate the ability to acquire and synthesize information.

11 - 12	Substantially Below Proficient			Partially Proficient	Proficient	Proficient w Distinction
9 - 10	Substantially Below Proficient		Partially Proficient	Proficient	Proficient with Distinction	
7 - 8	Substantially Below	Partially Proficient	Proficient	Proficient with Distinction		
#	1	2	3	4	5	6
	With support, minimally able to: <input type="checkbox"/> Ask meaningful and relevant questions <input type="checkbox"/> Use different ways of looking for information and choose sources of information that I understand <input type="checkbox"/> Use information from reliable sources <input type="checkbox"/> Use only the information that connects to my task; make sure there is enough evidence to support my task <input type="checkbox"/> Put together information from multiple sources	With support, usually able to: <input type="checkbox"/> Ask meaningful and relevant questions <input type="checkbox"/> Use different ways of looking for information and choose sources of information that I understand <input type="checkbox"/> Use information from reliable sources <input type="checkbox"/> Use only the information that connects to my task; make sure there is enough evidence to support my task <input type="checkbox"/> Put together information from multiple sources	With some support, consistently able to: <input type="checkbox"/> Ask meaningful and relevant questions <input type="checkbox"/> Use different ways of looking for information and choose sources of information that I understand <input type="checkbox"/> Use information from reliable sources <input type="checkbox"/> Use only the information that connects to my task; make sure there is enough evidence to support my task <input type="checkbox"/> Put together information from multiple sources	With minimal support, consistently able to: <input type="checkbox"/> Ask meaningful and relevant questions <input type="checkbox"/> Efficiently identify sources of appropriate reading level, content, and format <input type="checkbox"/> Identify and evaluate the bias and reliability of a source <input type="checkbox"/> Determine the relevancy and sufficiency of information as it relates to the task <input type="checkbox"/> Integrate information from multiple sources	Usually able to independently: <input type="checkbox"/> Ask meaningful and relevant questions <input type="checkbox"/> Efficiently identify sources of appropriate reading level, content, and format <input type="checkbox"/> Identify and evaluate the bias and reliability of a source <input type="checkbox"/> Determine the relevancy and sufficiency of information as it relates to the task <input type="checkbox"/> Click a “like” button on YouTube <input type="checkbox"/> Integrate information from multiple sources	Consistently able to independently: <input type="checkbox"/> Ask meaningful and relevant questions <input type="checkbox"/> Efficiently identify sources of appropriate reading level, content, and format <input type="checkbox"/> Identify and evaluate the bias and reliability of a source <input type="checkbox"/> Determine the relevancy and sufficiency of information as it relates to the task; develop a bibliography/further reference source list <input type="checkbox"/> Integrate information from multiple sources

Students will demonstrate the ability to identify and solve problems.

11 - 12	Substantially Below Proficient			Partially Proficient	Proficient	Proficient w Distinction
9 - 10	Substantially Below Proficient		Partially Proficient	Proficient	Proficient with Distinction	
7 - 8	Substantially Below	Partially Proficient	Proficient	Proficient with Distinction		
#	1	2	3	4	5	6
	With support, minimally able to: <input type="checkbox"/> Define problems in terms of things I can or can't change and who is involved <input type="checkbox"/> Break a big system into smaller parts <input type="checkbox"/> Come up with lots of possible solutions and decide which one to further investigate <input type="checkbox"/> Decide how I'll know if my solution works <input type="checkbox"/> Research and do tests to improve my solution <input type="checkbox"/> Identify how my solution connects to other situations	With support, usually able to: <input type="checkbox"/> Define problems in terms of things I can or can't change and who is involved <input type="checkbox"/> Break a big system into smaller parts <input type="checkbox"/> Come up with lots of possible solutions and decide which one to further investigate <input type="checkbox"/> Decide how I'll know if my solution works <input type="checkbox"/> Research and do tests to improve my solution <input type="checkbox"/> Identify how my solution connects to other situations	With some support, consistently able to: <input type="checkbox"/> Define problems in terms of things I can or can't change and who is involved <input type="checkbox"/> Break a big system into smaller parts <input type="checkbox"/> Come up with lots of possible solutions and decide which one to further investigate <input type="checkbox"/> Decide how I'll know if my solution works <input type="checkbox"/> Research and do tests to improve my solution <input type="checkbox"/> Identify how my solution connects to other situations	With minimal support, consistently able to: <input type="checkbox"/> Define problems (identify variables and constraints and concerned parties) <input type="checkbox"/> Identify and analyze parts of a complex system <input type="checkbox"/> Identify and evaluate potential solutions (brainstorming, pros/cons) <input type="checkbox"/> Define criteria for a successful solution <input type="checkbox"/> Refine, develop, investigate, and test a solution (use evidence to make it better) <input type="checkbox"/> Transfer information (use other situations to inform my solution, suggest approaches to other problems, apply my solution to other situations)	Usually able to independently: <input type="checkbox"/> Define problems (identify variables, constraints, and stakeholders) <input type="checkbox"/> Identify and analyze parts of a complex system <input type="checkbox"/> Identify and evaluate potential solutions <input type="checkbox"/> Define criteria for a successful solution <input type="checkbox"/> Refine, develop, investigate, and test a solution <input type="checkbox"/> Transfer information (use other situations to inform my solution, apply my solution to other situations)	Consistently able to independently: <input type="checkbox"/> Define problems <input type="checkbox"/> Identify and analyze parts of a complex system <input type="checkbox"/> Identify and evaluate potential solutions <input type="checkbox"/> Define criteria for a successful solution <input type="checkbox"/> Refine, develop, investigate and test a solution <input type="checkbox"/> Transfer information