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

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

11 -**Proficient w** 12 **Partially Proficient Substantially Below Proficient** Proficient 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 In a group setting In a group setting with In a group setting In a group setting In a group setting In a group setting with external with external with external minimal external without external without external support, can support, can usually: support, can support, can support, can support, can minimally: consistently: consistently: usually: consistently: Be respectful and Be respectful and Behave in person and tolerant of all people Be respectful and Behave in person Behave in person and online in a professional tolerant of all people online in a professional both in person and tolerant of all people and online in a both in person and online; do what's best both in person and manner (respectful and professional manner manner online; do what's best online; do what's best tolerant of all people; act □ Identify and adopt Identify and adopt for all; use appropriate for all; use language; dress for all; use appropriate for the betterment of needed roles and different roles and others; use appropriate appropriate language; properly language; dress responsibilities responsibilities as dress properly Take on different properly language; dress for the needed to best leverage Compromise to □ Take on different situation) Take on different jobs in a group to establish and reach the strengths of the jobs in a group to Adopt different roles jobs in a group to complete a task group members group goals complete a task Compromise to set complete a task and responsibilities as □ Actively listen to a Compromise to and reach group goals needed Compromise to set establish and reach Compromise to set variety of and reach group goals Listen to the ideas and reach group goals Compromise to establish group goals perspectives, Listen to the ideas Listen to the ideas and reach group goals and evidence of others evaluate the Actively listen to a of others and be open and be open to and evidence of others Actively listen to a evidence, and be variety of perspectives, to changing my changing my opinions and be open to variety of perspectives, open to adapting my evaluate the evidence, and be open to adapting opinions Speak up changing my opinions evaluate the evidence, and opinions be open to adapting my □ Appropriately voice my opinions Speak up appropriately Speak up appropriately to offer Appropriately voice my appropriately Use resources and opinions my opinions and my opinions and Appropriately voice my feedback in the face opinions in the face of Use resources and technology feedback opinions and feedback in of challenges challenges technology appropriately the face of challenges appropriately Make decisions that Use resources and Select and use □ Select and use positively impact the Select and use resources, including Make decisions that technology resources, including positively impact the larger community appropriately resources, including technology, in an technology, in an ethical technology, in an ethical ethical manner manner □ Make decisions that larger community positively impact the manner Make decisions that Make decisions that Make decisions that positively impact the larger community positively impact the positively impact the larger community larger community larger community

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

Students will demonstrate the ability to communicate.

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

11 - 12	Substantially Below Proficient		nt	Partially Proficient	Proficient	Proficient w Distinction
9 - 10	Substantially Be		Partially Proficient	Proficient	Proficient v	with Distinction
7 - 8	Substantially Below	Partially Proficient	Proficient		roficient with Distinction	
#	1	2	3	4	5	6
	With support,	With support,	With some support,	With minimal	Usually able to	Consistently able to
	minimally able to:	usually able to:	consistently able to:	support,	independently:	independently:
	Ask meaningful and	Ask meaningful and	Ask meaningful and	consistently able to:	Ask meaningful and	Ask meaningful and
	relevant questions	relevant questions	relevant questions	Ask meaningful and	relevant questions	relevant questions
	Use different ways of	Use different ways	Use different ways of	relevant questions	Efficiently identify	Efficiently identify
	looking for information	of looking for	looking for information	Efficiently identify	sources of appropriate	sources of appropriate
	and choose sources of	information and	and choose sources of	sources of appropriate	reading level, content,	reading level, content,
	information that I		information that I	reading level, content,	and format	and format
	understand	information that I	understand	and format	Identify and	Identify and evaluate
		understand	Use information from	Identify and evaluate	evaluate the bias and	the bias and reliability
	reliable sources		reliable sources	the bias and reliability	reliability of a source	of a source
	Use only the	from reliable sources	Use only the	of a source	Determine the	Determine the
	information that	,	information that	Determine the	relevancy and	relevancy and
	connects to my task;		connects to my task;	relevancy and	sufficiency of	sufficiency of
	make sure there is	, ,	make sure there is	sufficiency of	information as it	information as it relates
	enough evidence to	make sure there is	enough evidence to	information as it relates	relates to the task	to the task; develop a
	support my task	-	support my task	to the task	Click a "like" button	bibliography/further
	Put together	support my task	Put together	Integrate information	on YouTube	reference source list
	information from	0	information from	from multiple sources	Integrate	Integrate information
	multiple sources		multiple sources		information from	from multiple sources
		multiple sources			multiple sources	

Students will demonstrate the ability to acquire and synthesize information.

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

Students will demonstrate the ability to identify and solve problems.