

UTAH PORTRAIT OF A GRADUATE COMPETENCY MODEL RUBRICS

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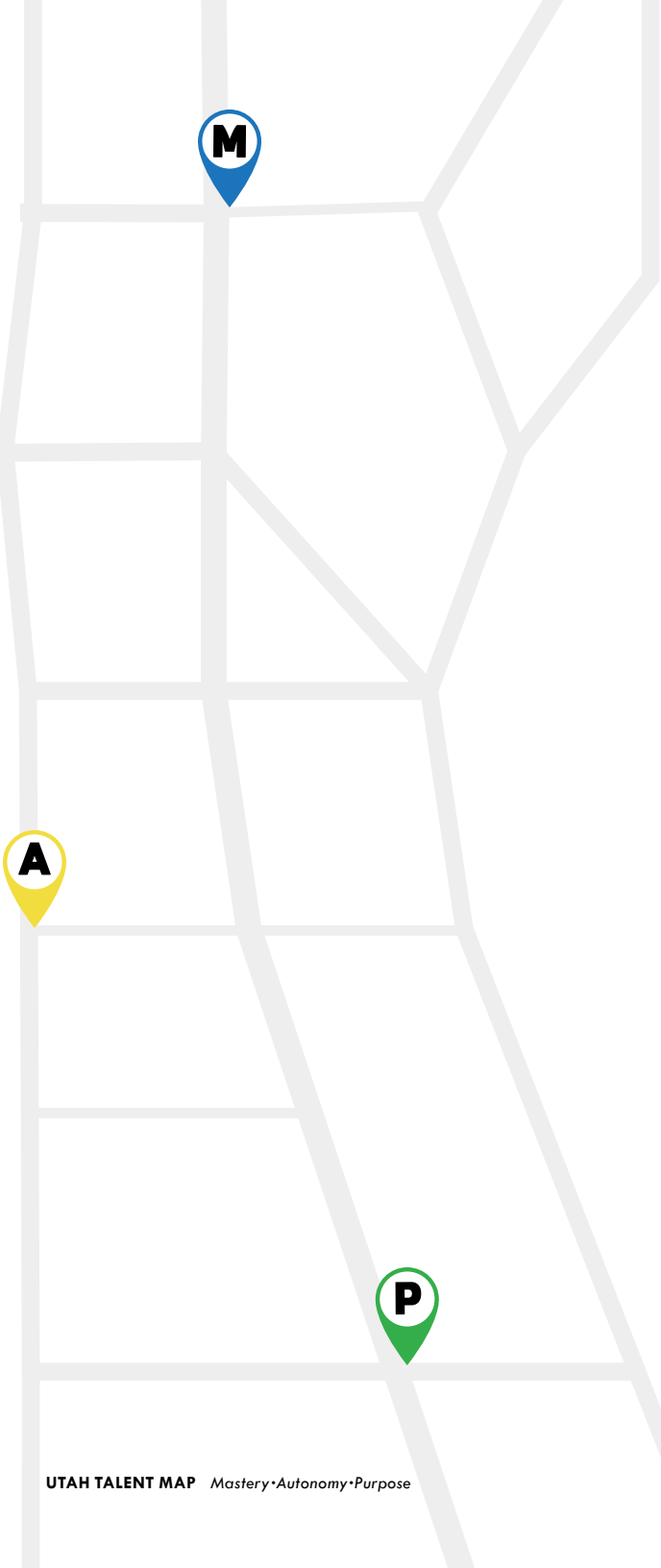
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INTRODUCTION

Today's youth will face a world that looks dramatically different than that of their parents. In order to honor these new opportunities, Utah State Board of Education (USBE) led an extensive stakeholder engagement process in 2018 to identify the ideal characteristics of a Utah graduate. These characteristics formed the basis for USBE's Portrait of a Graduate, called the Utah Talent MAP. M-A-P stands for:

- » **MASTERY** is the ability to demonstrate depth of knowledge and skill proficiency.
- » **AUTONOMY** is having the self-confidence and motivation to think and act independently.
- » **PURPOSE** guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

[Utah's Portrait of a Graduate](#), described above, identifies 13 characteristics that are cultivated in educational settings:

 MASTERY	 AUTONOMY	 PURPOSE
Academic mastery	Communication	Honesty, integrity, and responsibility
Wellness	Critical thinking and problem solving	Hard work and resilience
Civic, financial, and economic literacy	Creativity and innovation	Lifelong learning and personal growth
Digital literacy	Collaboration and teamwork	Service
		Respect

P-20 Competencies

USBE further developed this vision for graduates through the design of competencies for P-20 education in September 2020. The [P-20 Competencies](#) are aligned with Utah's Portrait of a Graduate and defines the competencies into grade bands that vertically align as learners build knowledge, skills, and dispositions from Pre-K through post-secondary.

P-20 Exemplars

The [P-20 Exemplars](#) represent how each competency within each grade band can be combined with core content standards, skills, and dispositions to provide educators ideas for how to leverage their content areas to help students achieve the vision of the Portrait of a Graduate. Competencies are intended to be integrated into each grade level and content area to support learners as they master the essential knowledge and skills to succeed and lead in an ever-changing world.

P-20 Rubrics

The [P-20 Rubrics](#) provide a model for creating intentional learning opportunities for students in alignment with the Utah Portrait of a Graduate. For each competency, the rubrics function as learning progressions through the continuum from Pre-K through post-secondary. The rubrics support student agency and self-assessment of their current application of knowledge and skills. The model rubrics are intended to be adapted by local communities to align with their LEA and school instruction. By having models available, the state promotes local implementation and supports access to the Utah Portrait of a Graduate for all stakeholders in PreK-12 education.

Utah Personalized, Competency-Based Learning Framework

[Utah's Personalized, Competency-Based Learning Framework](#) is the bridge between **Utah's Portrait of a Graduate** to the work of Utah's educators, students and families to achieve the learning outcomes as described in **Utah's Core Standards** and the **P-20 Competencies**.

This framework leverages six essential components necessary to create a personalized, competency-based learning approach. The six essential components are:

1. Purpose and Vision
2. Student Agency
3. Demonstrated Competency and Assessment
4. Customized Supports
5. Equity and
6. Social Emotional Learning

When these elements are used in concert with one another they set the learning conditions to support schools and districts in achieving the ideals of personalized, competency-based learning. Furthermore, this framework provides clear indicators and promising practices for educators, students and families needed to cultivate student learning aligned with Utah's Portrait of a Graduate.



UTAH PORTRAIT OF A GRADUATE COMPETENCY MODEL RUBRICS

Organized by Competency



ACADEMIC MASTERY

Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to recognize, recall and sort academic content knowledge and foundational skills</p>	<p>Imitate foundational knowledge and skills</p> <p>Select foundational knowledge and skills from a group of choices</p> <p>Show foundational knowledge and skills</p>	<p>Attempt foundational knowledge and skills</p> <p>Identify foundational knowledge and skills found in a group</p> <p>Use models to show foundational academic knowledge and skills</p>	<p>Recognize foundational knowledge and skills</p> <p>Recall foundational knowledge and skills</p> <p>Sort foundational knowledge and skills</p>	<p>List foundational knowledge and skills</p> <p>Use foundational knowledge and skills</p> <p>Organize foundational academic knowledge and skills</p>
<p>Students will be able to use information to arrive at a conclusion or solution</p>	<p>Recognize a decision or choice from a list</p>	<p>Name information to make a conclusion or solution</p>	<p>Use information to arrive at a conclusion or solution</p>	<p>Describe information used to arrive at a conclusion or solution</p>

ACADEMIC MASTERY

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>With support, students will be able to retrieve, comprehend and analyze academic content knowledge and skills</p>	<p>Label academic knowledge and skills</p> <p>Show academic knowledge and skills</p> <p>Discern between important and less-important knowledge and skills</p>	<p>State knowledge and skills</p> <p>Describe knowledge and skills</p> <p>Sort specific content knowledge and skills</p>	<p>Recall knowledge and skills</p> <p>Paraphrase knowledge and skills</p> <p>Classify specific content knowledge and skills</p>	<p>Demonstrate knowledge and skills</p> <p>Model academic knowledge and skills</p> <p>Infer ideas based on content knowledge and skills</p>
<p>Students will be able to make observations and use information to prepare for an evidence-based conclusion or solution</p>	<p>Recognize information from a list based on observations to prepare for an evidence-based conclusion or solution</p> <p>Label information to prepare for an evidence-based conclusion or solution</p>	<p>List information from observation to prepare for an evidence-based conclusion or solution</p> <p>State information to prepare for an evidence-based conclusion or solution</p>	<p>Discern information through observations to prepare for an evidence-based conclusion or solution</p> <p>Use information to prepare for an evidence-based conclusion or solution</p>	<p>Categorize information through observations to prepare for an evidence-based conclusion or solution</p> <p>Describe information to prepare for an evidence-based conclusion or solution</p>

ACADEMIC MASTERY

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to comprehend and infer to analyze academic content knowledge and skills across multiple disciplines</p>	<p>Recall academic knowledge and skills across multiple disciplines</p> <p>Summarize ideas from knowledge and skills across multiple disciplines</p>	<p>Demonstrate academic knowledge and skills across multiple disciplines</p> <p>Compare and contrast ideas from knowledge and skills across multiple disciplines</p>	<p>Describe academic knowledge and skills across multiple disciplines</p> <p>Infer new ideas from knowledge and skills across multiple disciplines</p>	<p>Organize academic knowledge and skills across multiple disciplines</p> <p>Predict new ideas from knowledge and skills across multiple disciplines</p>
<p>Students will be able to organize and select information to reach an evidence-based conclusion or solution</p>	<p>Summarize information to reach an evidence-based conclusion or solution</p> <p>Identify information from a list that could support an evidence-based conclusion or solution</p> <p>Model an evidence-based conclusion or solution</p>	<p>Compare and contrast information to reach an evidence-based conclusion or solution</p> <p>Select information from a list to support an evidence-based conclusion or solution</p> <p>Construct an evidence-based conclusion or solution</p>	<p>Organize information to reach an evidence-based conclusion or solution</p> <p>Select information to support an evidence-based conclusion or solution</p> <p>Establish an evidence-based conclusion or solution</p>	<p>Evaluate information to reach an evidence-based conclusion or solution</p> <p>Use information to support an evidence-based conclusion or solution</p> <p>Defend conclusions or solutions through use of evidence</p>

ACADEMIC MASTERY

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to analyze, adapt and apply academic content knowledge, skills and dispositions across multiple disciplines in teacher-driven contexts</p>	<p>Represent academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Describe relationships between familiar and new academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Identify potential uses for academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p>	<p>Organize academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Compare and contrast relationships between familiar and new academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Differentiate appropriate uses for academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p>	<p>Analyze academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Adapt familiar academic content knowledge, skills and dispositions to accommodate new learning across multiple disciplines within teacher-driven contexts</p> <p>Apply academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p>	<p>Establish conclusions and elaborate upon implications of acquired academic content, knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Think through the implications of relationships between academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Generate uses for academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p>
<p>Students will be able to evaluate, organize and differentiate information to reach an evidence-based conclusion or solution</p>	<p>Sort, diagram and describe information to be used to arrive at an evidence-based conclusion or solution</p> <p>Identify a conclusion or solution based on evidence</p>	<p>Classify, categorize and discern information to be used to arrive at an evidence-based conclusion or solution</p> <p>Infer a conclusion or solution based on evidence</p>	<p>Evaluate, organize and differentiate information to be used to arrive at evidence-based conclusions or solutions</p> <p>Argue for a conclusion or solution based on evidence</p>	<p>Judge, critique and organize information to be used to arrive at evidence-based conclusions or solutions</p> <p>Defend a conclusion or solution based on evidence</p>

ACADEMIC MASTERY

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to analyze, synthesize and transfer academic content knowledge, skills and dispositions independently across multiple disciplines and contexts</p>	<p>Represent content knowledge, skills and dispositions across multiple disciplines</p> <p>Depict and connect academic knowledge, skills and dispositions across contexts</p> <p>Identify connections in academic knowledge, skills and dispositions across contexts</p>	<p>Organize content knowledge, skills and dispositions across multiple disciplines</p> <p>Compare and contrast academic knowledge, skills and dispositions and across contexts</p> <p>Connect and Integrate academic knowledge, skills and dispositions across contexts</p>	<p>Analyze content knowledge, skills and dispositions independently across multiple disciplines</p> <p>Synthesize academic knowledge, skills and dispositions independently across contexts</p> <p>Transfer academic knowledge, skills and dispositions independently across contexts</p>	<p>Establish conclusions and elaborate upon implications of acquired content knowledge, skills and dispositions independently across multiple disciplines</p> <p>Defend arguments using academic knowledge, skills and dispositions independently within and across contexts</p> <p>Generate arguments using academic knowledge, skills and dispositions independently across contexts</p>
<p>Students will be able to curate information to arrive at an evidence-based conclusion or solution</p>	<p>Categorize information by summarizing sources in order to arrive at evidence-based conclusions or solutions</p> <p>Revise conclusions or solutions based on evidence</p>	<p>Classify information by distinguishing sources to be used to arrive at evidence-based conclusions or solutions</p> <p>Establish evidence-based conclusions or solutions</p>	<p>Curate information by selecting and organizing sources to be used to arrive at evidence-based conclusions or solutions</p> <p>Decide on an evidence-based conclusion or solution</p>	<p>Deduce information by critiquing sources to be used to arrive at evidence-based conclusions or solutions</p> <p>Experiment on evidence-based conclusions or solutions</p>

ACADEMIC MASTERY

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to utilize prior knowledge to emerge as contributors in their field of expertise or profession and apply this knowledge across diverse settings and new contexts</p>	<p>Identify, explore and organize prior and new knowledge towards a desired field of expertise or profession</p>	<p>Represent academic content knowledge, skills and dispositions</p> <p>Describe relationships between familiar and new academic content knowledge, skills and dispositions</p> <p>Identify potential uses for academic content knowledge, skills and dispositions</p>	<p>Contribute new knowledge and perspectives in field of expertise or profession</p>	<p>Research and report results with mastery in field of expertise or profession</p>
<p>Lifelong learners will be able to curate information to reach evidence-based outcomes, advancing their field of expertise or profession and adding to the collective knowledge base</p>	<p>Summarize information that advances a field of expertise or profession in order to arrive at evidence-based outcomes and contribute to the collective knowledge base</p>	<p>Organize information that advances a field of expertise or profession in order to arrive at evidence-based outcomes and contribute to the collective knowledge base</p>	<p>Curate information that advances a field of expertise or profession in order to arrive at evidence-based outcomes and contribute to the collective knowledge base</p>	<p>Generate information that advances a field of expertise or profession in order to arrive at evidence-based outcomes and contribute to the collective knowledge base</p>



WELLNESS

Develop self-awareness, self-advocacy skills and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental and social-emotional well-being.

Pre-K		Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to identify emotions, recognize physical and social needs, ask for help and participate in guided wellness activities	Physical	Determine what physical needs are Observe activities that meet physical needs	Identify what personal physical needs are and when to ask for help Discuss activities that fit personal physical needs	Recognize physical needs and when to ask for help Participate in guided activities that meet physical needs	Select physical activities to meet needs Engage with a variety of physical activities
	Mental	Discuss what emotions are	Participate in lessons or activities that help recognize emotions	Identify a range of emotions Ask for help when support is needed	Describe connections between physical, social-emotional health and mental well-being Understand how mental health impacts behaviors
	Social-Emotional	Determine what social needs are	Discuss social activities and the importance of relationships	Participate in social activities that support relationship building	Select social activities that support building relationships with others Invite others to participate in social activities

WELLNESS

K-2		Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to explore self-awareness, participate in wellness activities and develop self-advocacy skills to express physical and social-emotional needs appropriately with trusted adults</p>	<p>Physical</p>	<p>List physical needs</p> <p>Recognize the benefits of physical activity</p>	<p>Match physical needs with resources and activities</p> <p>Name trusted adults to express physical needs with</p>	<p>Participate in a wide variety of physical activities to determine interests and strengths</p> <p>Identify physical needs and communicate them with trusted adults</p>	<p>Select physical activities based on interests and strengths</p> <p>Understand how physical health impacts engagement in other activities</p>
	<p>Mental</p>	<p>Identify personal emotions</p> <p>Discuss a variety of coping skills</p>	<p>Notice personal emotions and reactions</p> <p>Recognize when to use coping skills</p> <p>Name the trusted adults that feelings can be shared with</p>	<p>Understand the effects of different emotions and reactions</p> <p>Use coping skills, including speaking with a trusted adult, to respond to emotions</p>	<p>Describe connections between physical, social-emotional health and mental well-being</p> <p>Identify the causes of emotions and express them to a trusted adult</p>
	<p>Social-Emotional</p>	<p>Recognize the benefits of relationships</p>	<p>Describe various types of relationships</p>	<p>Develop relationships that strengthen social-emotional well-being</p>	<p>Initiate social activities that support relationship-building</p>

WELLNESS

3-5		Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to develop self-awareness, participate in wellness routines and practice self-advocacy skills by asking for help with mental, physical and social-emotional needs from trusted relationships</p>	<p>Physical</p>	<p>Define personal physical health and wellness routines</p> <p>Compare healthy and unhealthy routines and who to turn to discuss physical needs</p>	<p>Identify how physical health can be developed through wellness routines</p> <p>Self-advocate for physical needs by asking for help from a trusted adult</p>	<p>Develop physical health through participation in wellness routines</p> <p>Practice self-advocacy by asking for help with physical needs from a trusted adult</p>	<p>Modify wellness routines to improve physical health</p> <p>Determine which trusted relationships are most applicable to help with personal physical needs</p>
	<p>Mental</p>	<p>Define positive and negative stress and how each feels</p> <p>Compare healthy and unhealthy ways to cope with emotions and minimize stress</p>	<p>Recognize healthy and unhealthy routines for coping with stress and uncomfortable emotions</p> <p>Explore a variety of healthy stress management routines and coping techniques, including self-advocacy to a trusted adult</p>	<p>Practice healthy stress management routines</p> <p>Ask for help from a trusted adult when struggling to cope with stress or other uncomfortable emotions</p>	<p>Reflect on the connections between physical, social-emotional and mental health</p> <p>Understand how to address mental health when it impacts engagement with others and activities</p>
	<p>Social-Emotional</p>	<p>Identify the characteristics of trusted relationships</p> <p>Explore social-emotional needs and routines</p>	<p>Compare a trusted relationship and a non-trusted relationship</p> <p>Identify supports for social-emotional needs</p> <p>Connect a social-emotional routine to needs</p>	<p>Develop trusted relationships</p> <p>Ask for help with social-emotional needs</p> <p>Incorporate social-emotional routines</p>	<p>Reflect on trusted relationships and explore relationship boundary-setting</p> <p>Utilize help and continue asking for help around social-emotional needs</p> <p>Maintain social-emotional routines consistently</p>

WELLNESS

6-8		Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to practice self-awareness and self-advocacy, set goals and build routines towards balance through mental, physical and social-emotional wellness</p>	Physical	<p>Identify physical health needs</p> <p>Explore accessible resources to help support physical health</p>	<p>Prioritize physical health needs</p> <p>Explore different support avenues to advocate for physical health</p> <p>Review a variety of example goals for physical health</p>	<p>Set goals and build routines to meet physical health needs and work towards balance</p> <p>Practice identifying obstacles to learn how to overcome them and achieve goals</p> <p>Advocate appropriately for the supports needed to meet physical goals</p>	<p>Evaluate physical health accomplishments when goal-setting and reflect on the balance between mental and social-emotional health</p>
	Mental	<p>Define mental health needs</p> <p>Explore accessible mental health resources and supports</p>	<p>Prioritize mental health needs and potential goals and routines</p> <p>Identify available resources that are most applicable to support personal needs</p> <p>Explore different ways to advocate for mental health supports needed</p>	<p>Set goals and build routines to address mental health needs</p> <p>Identify obstacles and how to overcome them to achieve those goals</p> <p>Advocate appropriately for the supports needed to meet mental health goals</p>	<p>Evaluate mental health accomplishments when goal-setting and reflect on the balance between physical and social-emotional health</p>
	Social-Emotional	<p>Identify characteristics of positive, healthy relationships</p> <p>Discuss social-emotional wellness routines and goals</p>	<p>Understand social-emotional balance and identify positive, healthy relationships</p> <p>Begin to practice social-emotional wellness routines and goals</p>	<p>Establish positive, healthy relationships</p> <p>Implement social-emotional wellness routines and goals</p>	<p>Foster positive, healthy relationships by establishing boundaries and building consistency in social-emotional wellness routines and goals</p>

WELLNESS

9-12		Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to apply self-awareness to assess and monitor needs, set goals and routines and self-advocate for the supports they need to develop balance through mental, physical and social-emotional wellness</p>	<p>Physical</p>	<p>Recognize physical needs and strategies to address them</p>	<p>Prioritize strategies to work toward goal-setting and routines that effectively address physical needs</p>	<p>Implement strategies to develop goals and routines that effectively address physical needs</p>	<p>Adapt strategies, goals and routines based on personal reflection so physical needs are addressed</p>
	<p>Mental</p>	<p>Recognize healthy and unhealthy routines for coping with stress and uncomfortable emotions</p> <p>Explore a variety of healthy stress management routines and coping techniques, including advocating for needs with someone trusted</p>	<p>Prioritize mental health needs by setting goals and implementing strategies that are most effective for strengthening mental health</p> <p>Engage with appropriate resources and positive relationships</p>	<p>Apply strategies to develop routines and meet goals while monitoring changing mental health needs</p> <p>Act promptly when in need or treated unfairly by seeking out the most appropriate resources, including relationships</p>	<p>Revise routines so that they effectively address mental health needs and help develop balance with physical and social-emotional wellness</p> <p>Seek out new resources, including relationships, as they become available or as needs arise</p>
	<p>Social-Emotional</p>	<p>Research wellness strategies to cultivate personal growth and positive, healthy relationships</p>	<p>Employ wellness strategies to cultivate personal growth and set goals that prioritize positive, healthy relationships</p>	<p>Refine wellness strategies by working toward goals that provide balance and cultivate personal growth and continue positive, healthy relationships</p>	<p>Reflect on wellness strategies by creating and accomplishing new goals to cultivate personal growth, balance and positive, healthy relationships</p>

WELLNESS

Postsecondary		Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to evaluate and adjust self-awareness and self-advocacy skills, be adept in achieving goals, maintain wellness habits and seek out supports to create lifelong balance through mental, physical and social-emotional well-being</p>	Physical	<p>Reflect on physical health needs, wellness habits and goals</p> <p>Research community supports for physical wellness</p>	<p>Set attainable goals to build physical wellness habits</p> <p>Recognize community supports for physical wellness</p>	<p>Evaluate and adjust goals to maintain physical wellness habits</p> <p>Seek out community supports for personal physical wellness</p>	<p>Adapt goals to create lifelong physical wellness habits</p> <p>Participate in community supports for physical wellness</p>
	Mental	<p>Reflect on mental health needs</p> <p>Research the mental health resources available in the community and determine when professional health services may be required</p>	<p>Apply measurable and timely goals to design and implement a plan for maintaining lifelong mental health habits</p> <p>Recognize enhanced role in advocating for mental health during the transition from minor to adult</p>	<p>Evaluate and adjust how to determine mental health needs and how to advocate for the supports needed to maintain mental health well-being</p>	<p>Adapt goals, routines and self-advocacy skills to create a lifelong balance in mental health well-being</p>
	Social-Emotional	<p>Reflect on current relationships</p> <p>Determine present and future social-emotional needs and goals</p>	<p>Recognize positive and negative aspects of current relationships</p> <p>Strategize how to achieve present and future social-emotional needs and goals</p>	<p>Evaluate and adjust current relationships</p> <p>Seek out social-emotional supports from relationships</p> <p>Achieve present social-emotional needs and goals</p>	<p>Maintain and adapt positive healthy relationships that assist in achieving present and future social-emotional needs and goals</p>



CIVIC, FINANCIAL AND ECONOMIC LITERACY

Understand various governmental and economic systems and develop practical financial skills.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to interact cooperatively with adults and peers of diverse backgrounds and will contribute to the classroom community</p>	<p>Identify classroom rules for how to cooperate with others</p> <p>Determine from a list appropriate examples of how one could contribute to their classroom community</p>	<p>Explain classroom rules for how to cooperate with others from diverse backgrounds</p> <p>Describe ways to contribute to the classroom community</p>	<p>Cooperate with others from diverse backgrounds by sharing, taking turns with a partner and problem solving</p> <p>Contribute to the classroom community by fulfilling jobs, recognizing needs and participating in group activities</p>	<p>Cooperate with others from diverse backgrounds by sharing, taking turns with a large group and planning conflict resolution with peers</p> <p>Defend their perspective to peers about the importance of contributing to the classroom community</p> <p>Establish ideas for contributions that meet the needs of the classroom community</p>
<p>Students will be able to distinguish between a want and a need and will explain how jobs meet the needs of individuals in the classroom community</p>	<p>Recall basic needs and wants</p> <p>Match from a list different jobs to the individual needs they meet</p>	<p>Classify basic needs and wants</p> <p>Recognize that different jobs meet different needs within the community</p>	<p>Compare and contrast needs and wants</p> <p>Explain how people have jobs that meet diverse needs of individuals and their communities</p>	<p>“Design a list of individual needs and wants and evaluate why each is in its appropriate category</p> <p>Infer what jobs would meet needs for individuals and communities</p> <p>Develop different examples of jobs for individuals and communities</p>

CIVIC, FINANCIAL AND ECONOMIC LITERACY

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to identify the structure of and roles within a diverse community and will explain how their individual role contributes to the community</p>	<p>Define a community</p> <p>Recognize personal strengths</p>	<p>Compare and contrast the structures of and roles within a diverse community</p> <p>Describe how each participant in a community has a determinant role and how to contribute to the community</p>	<p>Identify the structure of and roles within a diverse community</p> <p>Explain and discuss how individuals' personal strengths contribute to the community</p>	<p>Explain the importance of a classroom community and begin to participate in democratic processes within that community</p> <p>Establish a list of individual roles that would contribute to the classroom community based on personal strengths and enact those roles</p>
<p>Students will be able to identify and assign value to personal assets according to individual wants and needs</p>	<p>Differentiate between a need and a want</p> <p>Select from a list which needs and wants would be the most useful for an individual or community</p>	<p>Identify personal assets according to individual needs and wants</p> <p>Compare and contrast the relative value of individual needs and wants</p>	<p>Evaluate the value of personal strengths based on individual needs and wants</p>	<p>Evaluate peers' lists of strengths in comparison with their own</p> <p>Infer which personal assets would be most valuable and least valuable in a variety of real-world situations</p>

CIVIC, FINANCIAL AND ECONOMIC LITERACY

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to develop societal awareness at the local, state and national level by expanding participation in diverse civic activities</p>	<p>Identify societal systems at local, state and national level</p> <p>Recognize civic engagement opportunities</p>	<p>Describe societal systems at local, state or national levels</p> <p>Explore ways to personally participate in diverse civic activities</p>	<p>Investigate and explain the relationship between the individual and societal systems at the local, state and national level</p> <p>Analyze opportunities and participate in diverse civic activities at the local, state or national level</p>	<p>Take a position on the impact of the individual and societal systems at the local, state or national level</p> <p>Reflect on their role in acting and participating in civic activities</p>
<p>Students will be able to justify wants and needs by evaluating the relationship between earning, saving and spending</p>	<p>Differentiate between needs and wants, as well as earning, saving and spending</p>	<p>Determine whether an asset is a need or a want by drawing connections between earning, saving and spending</p>	<p>Justify wants and needs by evaluating the relationship between earning, saving and spending</p>	<p>Critique the pressures that promote wants as needs</p> <p>Evaluate opportunities that come from budgeting, saving, earning and spending</p>

CIVIC, FINANCIAL AND ECONOMIC LITERACY

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to understand and evaluate the role of government and economy as it relates to citizen rights and responsibilities</p>	<p>Identify different types and roles of governments and economies</p> <p>Summarize citizen rights and responsibilities</p>	<p>Distinguish the roles of governments and economies as it relates to citizen rights and responsibilities</p>	<p>Evaluate and critique the role of our government and economy as it relates to citizen rights and responsibilities</p>	<p>Exercise citizen rights and responsibilities with appropriate and informed actions</p> <p>Justify the role of our government and economy and predict the impact as it relates to citizen rights and responsibilities</p>
<p>Students will be able to prioritize wants and needs by allocating time, resources and assets</p>	<p>Classify wants and needs</p> <p>Measure and compare the cost of time, resources and assets</p>	<p>Differentiate pros and cons of wants and needs</p> <p>Establish conclusions regarding the cost of time, resources and assets</p>	<p>Prioritize wants and needs by allocating time, resources and assets</p>	<p>Predict and evaluate the outcome of prioritization of wants and needs</p>

CIVIC, FINANCIAL AND ECONOMIC LITERACY

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to use their knowledge of government and economic systems to defend civic choices and analyze and evaluate options</p>	<p>Identify government and economic systems</p> <p>Explain civic choices</p>	<p>Compare and contrast different types of government and economic systems</p> <p>Draw conclusions about civic options</p>	<p>Use knowledge of government and economic systems to analyze and evaluate civic choices</p> <p>Defend civic and economic choices</p>	<p>Apply knowledge of civic choices with appropriate and informed action</p> <p>Reflect on and adapt civic choices based on community implications</p>
<p>Students will be able to develop sustainable plans based on financial priorities using saving strategies and asset management skills</p>	<p>Identify financial priorities, saving strategies and asset management skills</p> <p>Describe key elements of a sustainable financial plan</p>	<p>Critique financial priorities and asset management skills</p> <p>Compare and contrast elements of sustainable and non-sustainable financial plans</p>	<p>Establish financial priorities using saving strategies and asset management</p> <p>Develop a sustainable financial plan</p>	<p>Reflect on and adapt financial priorities, saving strategies and asset management choices</p> <p>Set goals and make decisions to apply a sustainable financial plan for long-term financial stability</p>

CIVIC, FINANCIAL AND ECONOMIC LITERACY

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to integrate diverse civic choices by advocating for their individual belief system within their community and society</p>	<p>Clarify their individual belief system by investigating community and societal issues and possible civic choices</p>	<p>Research and take positions on diverse civic choices based on their individual belief system in order to impact their community and society</p>	<p>Integrate diverse civic choices into everyday life and advocate for their individual belief system within their community and society</p>	<p>Assess and evaluate the implications of their civic choices and adjust their belief system or actions to continue to impact the civic processes within their community and society</p>
<p>Lifelong learners will be able to implement and manage individual fiscal priorities</p>	<p>Establish fiscal priorities and create an initial financial plan</p>	<p>Refine a financial plan with fiscal priorities including personal budgeting</p>	<p>Implement and manage individual fiscal priorities</p>	<p>Reflect and continue to adapt a detailed financial plan based on outcomes and implications of implementing the plan</p>



DIGITAL LITERACY

Adapt, create, consume and connect in productive, responsible ways to utilize technology in social, academic and professional settings.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to identify various digital devices and understand basic terminology	Identify digital versus non-digital devices from options	Recognize there are different types of devices	Name various digital devices with correct terminology	Describe different purposes for digital devices with correct terminology
With support, students will be able to use digital technology properly to learn and communicate with others	Attempt to use technology to learn and communicate with full support	Attempt to use technology appropriately to learn and communicate with moderate support	Use technology appropriately to learn and communicate with others with some support	Use technology appropriately to learn and communicate under supervision

DIGITAL LITERACY

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to operate digital devices safely in social and academic settings and understand the appropriate disclosure of personal information</p>	<p>Recognize rules for operating digital devices safely</p> <p>Recognize the concept of personal information</p>	<p>Use rules for operating digital devices safely</p> <p>Identify personal information</p>	<p>Demonstrate rules for operating digital devices safely</p> <p>Identify personal information and know not to share it without supervision</p>	<p>Explain how to operate a digital device safely</p> <p>Discern when and where disclosure of personal information is appropriate with supervision</p>
<p>Students will be able to use digital tools to find information and identify types of sources, develop creative ideas and demonstrate basic technology skills to accomplish educational goals</p>	<p>Use, with support, digital tools to find information</p> <p>Show creativity in a digital setting while learning</p>	<p>Use digital tools to find information and identify types of sources with minimal support</p> <p>Demonstrate creativity while working toward an educational goal</p>	<p>Use digital tools and demonstrate basic technology skills to find information and identify types of sources</p> <p>Develop creative ideas to accomplish an educational goal</p>	<p>Use digital tools and demonstrate technology skills consistently to find information and identify types of sources</p> <p>Generate a variety of creative ideas to complete educational goals</p>

DIGITAL LITERACY

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to describe and model digital safety practices and respect the rights of others in social and academic settings</p>	<p>Recognize digital safety practices</p> <p>Identify ways to respect the rights of others in social and academic settings</p>	<p>Explain digital safety practices</p> <p>Demonstrate, with support, how to respect the rights of others in social and academic settings</p>	<p>Depict and model digital safety practices</p> <p>Describe and model how actions online can impact others and themselves in social and academic settings</p>	<p>Compare and contrast digital safety practices</p> <p>Adapt to changing social and academic settings while respecting the rights of others</p>
<p>Students will be able to identify credible digital sources, operate technology to organize and present information, create evidence of learning and communicate and collaborate to meet the needs of their audience</p>	<p>Choose the credible teacher-provided source with scaffolding</p> <p>Find information to present using technology</p> <p>Recognize appropriate communication and collaboration</p>	<p>Distinguish credibility between teacher-provided sources</p> <p>Collect information to demonstrate evidence of learning using technology</p> <p>Demonstrate appropriate communication and collaboration</p>	<p>Identify credible digital sources</p> <p>Organize and present information to show evidence of learning using technology</p> <p>Communicate and collaborate to meet the needs of a target audience</p>	<p>Discriminate the credibility of various digital sources</p> <p>Justify learning using technology to organize and present information</p> <p>Adapt appropriate communication and collaboration to meet the needs of a variety of audiences</p>

DIGITAL LITERACY

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to use technology safely, legally and ethically, and to explain the rights, responsibilities and opportunities of participating in the digital world</p>	<p>Recognize rights and responsibilities of participating in the digital world</p> <p>Use, with support, technology safely, legally and ethically</p>	<p>Summarize the rights and responsibilities of participating in the digital world</p> <p>Demonstrate using technology safely, legally and ethically</p>	<p>Explain the rights, responsibilities and opportunities of participating in the digital world</p> <p>Apply rules for using technology safely, legally and ethically</p>	<p>Evaluate how different practices impact the rights, responsibilities and opportunities of participating in the digital world</p> <p>Model rules for using technology safely, legally and ethically</p>
<p>Students will be able to critically analyze digital sources, use technology to create and communicate with a variety of audiences and collaborate for education and other projects while using digital tools</p>	<p>Recognize rights and responsibilities of participating in the digital world</p> <p>Use, with support, technology safely, legally and ethically</p>	<p>Evaluate credibility of digital sources with minimal support</p> <p>Use appropriate technology to complete a task with minimal support</p> <p>Use digital tools to communicate and collaborate for educational purposes with minimal support</p>	<p>Critically analyze the credibility of digital sources</p> <p>Use technology to create and accomplish a goal</p> <p>Communicate with a variety of audiences</p> <p>Collaborate for education and other projects using digital tools</p>	<p>Defend the credibility of digital sources</p> <p>Utilize technology consistently to create and accomplish goals</p> <p>Initiate communication with a variety of audiences</p> <p>Lead collaboration for education and other projects using digital tools</p>

DIGITAL LITERACY

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to engage with people and ideas using technology safely, ethically and responsibly</p>	<p>Identify safe and ethical practices for using technology and engaging with others</p>	<p>Decide how to safely, ethically and responsibly engage with technology and ideas</p>	<p>Justify what is safe, ethical and responsible use of technology when engaging with people and ideas</p>	<p>Defend their choices for using technology safely, ethically and responsibly</p>
<p>Students will be able to investigate and evaluate digital sources, leverage appropriate technology to create innovative solutions and effectively communicate and collaborate while in social, academic and professional settings</p>	<p>Select and use digital sources</p> <p>Identify and use appropriate technology to complete a task</p> <p>Communicate and collaborate, with support, in social and academic settings</p>	<p>Collect and compare digital sources</p> <p>Select and use appropriate technology to create original works</p> <p>Communicate and collaborate appropriately in social and academic settings with minimal support</p>	<p>Investigate and evaluate digital sources</p> <p>Leverage appropriate use of technology to create innovative solutions</p> <p>Communicate and collaborate effectively while in social, academic and professional settings</p>	<p>Investigate, analyze and organize digital sources</p> <p>Justify the use of appropriate technology to create innovative solutions</p> <p>Initiate communication with a variety of audiences</p> <p>Lead collaboration in social, academic and professional settings</p>

DIGITAL LITERACY

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to select and use appropriate technology and digital sources safely, ethically and productively in school, work and life</p>	<p>Classify types of technology and digital sources to determine the appropriate option for use in school, work and life</p>	<p>Evaluate types of technology and digital sources to determine the appropriate option for use in school, work and life</p>	<p>Adapt to new conditions by selecting and using appropriate technology and digital sources safely, ethically and productively in school, work and life</p>	<p>Research new technology and ethical approaches and adapt them to school, work and life</p>
<p>Lifelong learners will be able to independently apply current best practices and think critically when using technology in social, academic and professional settings</p>	<p>Recognize current best practices</p> <p>Identify implications of using technology in social, academic and professional settings</p>	<p>Explain current best practices</p> <p>Describe the implications of using technology in social, academic and professional settings</p>	<p>Apply current best practices</p> <p>Think critically about implications of using technology in social, academic and professional settings</p>	<p>Research and adapt best practices for evolving situations</p> <p>Raise awareness of the implications of using technology in social, academic and professional settings</p>



COMMUNICATION

Communicate effectively through reading, writing, speaking and listening to understand information in a variety of contexts, media and languages.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to convey information through expression of words, sentences, pictures and gestures for different purposes	Recognize information	Label and describe information	Deliver information through expression of words, sentences, pictures and gestures for different purposes	Use knowledge of different communication forms to select appropriate form for different purposes and audiences
Students will be able to process information and respond verbally and/or nonverbally in an appropriate manner	Recognize information communicated verbally and/or nonverbally	Determine factual accuracy of information communicated verbally and nonverbally	Process information and respond verbally and/or nonverbally in an appropriate manner	Demonstrate understanding of information by adapting responses to an audience

COMMUNICATION

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to recognize that the way things are expressed or written affects others</p>	<p>Identify that pictures and written and/or verbal words have meaning</p>	<p>Recognize, with support, how things expressed or written affect others</p>	<p>Recognize and determine that the way things are expressed or written affects others</p>	<p>Describe how expressed ideas affect others and the way others' ideas may affect them</p>
<p>Students will be able to describe and analyze information from others' verbal and/or nonverbal communications, responding appropriately in most settings</p>	<p>Describe others' verbal and/or nonverbal communications, with support</p>	<p>Describe others' verbal and/or nonverbal communications and respond appropriately in familiar settings</p>	<p>Describe and explain information from others' verbal and/or nonverbal communications, responding appropriately in most settings</p>	<p>Describe and explain the reason for others' verbal and/or nonverbal communications, responding appropriately in both familiar and unfamiliar settings</p>

COMMUNICATION

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to differentiate and share specific information appropriate to the environment and/or audience</p>	<p>Describe the difference between general and specific communication</p> <p>Experiment with different types of communication methods (written, oral, digital, picture symbols, etc.) to learn features of them</p>	<p>Decide what kind of information should and should not be shared with audience</p> <p>Identify the benefits of different communication methods</p>	<p>Distinguish the needs of the audience and/or environment to present information</p> <p>Determine the correct method of communication for the audience/environment</p>	<p>Adjust the delivery and method of communication as the needs of the audience fluctuate</p> <p>Demonstrate awareness when engaging with people from other cultures</p>
<p>Students will be able to integrate meaning from other's verbal and/or nonverbal communication by responding purposefully within a given context</p>	<p>Identify the meanings of others' communication and respond</p>	<p>Evaluate meaning from others' verbal and/or nonverbal communication and respond purposefully</p>	<p>Integrate meaning from others' verbal and/or nonverbal communication by responding purposefully within a given context</p>	<p>Generate and explain meaning from others' verbal and/or nonverbal communication and respond purposefully within a given context</p>

COMMUNICATION

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to organize and express purposeful information in a modality appropriate to the environment and audience</p>	<p>Describe and organize information in different formats</p>	<p>Describe information and relationships between pieces of information in different formats to an audience</p>	<p>Organize and express purposeful information appropriate to the environment and audience</p>	<p>Organize and express purposeful information appropriate to the environment and audience while revising thinking based on audience feedback</p>
<p>Students will be able to interpret meaning from others' communications and respond effectively within different contexts</p>	<p>Distinguish between communicated ideas</p> <p>Sort through communicated ideas to process their own thinking</p>	<p>Identify categories of information from communicated ideas</p> <p>Process communicated ideas to construct a purposeful response</p>	<p>Interpret meaning from others' communications</p> <p>Respond effectively within different contexts</p>	<p>Draw conclusions and predict outcomes based on other's communication</p> <p>Use their own conclusions and predictions to form an arguable stance</p>

COMMUNICATION

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to develop and initiate communication through a variety of modalities appropriate for different environments and audiences</p>	<p>Specify communications that are appropriate to a designated environment and audience</p>	<p>Adapt communication modalities to fit the needs of the audience and environment</p>	<p>Develop and initiate communication through a variety of styles appropriate for different environments and audiences</p>	<p>Investigate different forms of communication, such as formal versus informal, to resolve and overcome obstacles for various audiences and environments</p>
<p>Students will be able to interpret meaning from others' communications, adapt their responses and apply understanding in relevant contexts</p>	<p>Discern meaning from others' communications</p> <p>Distinguish appropriate responses based on their understanding of the specific context</p>	<p>Classify meaning from others' communications</p> <p>Adapt their responses appropriately to relevant contexts</p>	<p>Interpret meaning from others' communications</p> <p>Adapt their responses and apply understanding in relevant contexts</p>	<p>Think through implications of meanings from others communications</p> <p>Develop responses to properly apply and clearly communicate in different contexts</p>

COMMUNICATION

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to generate and initiate communication effectively and professionally, through a variety of modalities, adapting their understanding with application to novel concepts, forms and contexts within various environments and audiences</p>	<p>Determine and decide the intended meanings from others' communications and develop and/or select a strategy for responding using different professional modalities</p>	<p>Selectively choose a form of communication to reach a specified audience and goal and adjust based on results</p>	<p>Generate and initiate communication effectively and professionally, through a variety of modalities, adapting their understanding with application to novel concepts, forms and contexts within various environments and audiences</p>	<p>Think through implications of complex communication scenarios, develop creative communication strategies and determine solutions for communication challenges in an advancing society</p>
<p>Lifelong learners will be able to consistently evaluate the meaning of others' communications, modify responses and effectively communicate within a global and technologically advancing society</p>	<p>Experiment with and clarify the intended meanings from others' communication</p> <p>Develop their responses to properly communicate using different modalities</p>	<p>Predict and clarify intended meanings of others' communications</p> <p>Generate responses based on new methods of information sharing</p>	<p>Consistently evaluate the meaning of others' communications</p> <p>Modify responses to others' communications in order to effectively communicate within a global and technologically advancing society</p>	<p>Think through the implications and meaning of complex messages in both professional and nonprofessional settings</p> <p>Select the best method of communication to deliver messages and creatively use new and evolving forms of communication in order to resolve challenges</p>



CRITICAL THINKING AND PROBLEM SOLVING

Access, evaluate and analyze information to make informed decisions, recognize bias and find solutions.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
With support, students will be able to identify, categorize and sequence information to make choices based on new learning and real-life experiences	Recognize that action is needed to solve a problem	Seek appropriate support people and state the problem in a constructive way	Demonstrate, with support, appropriate action to solve the problem	Complete the action independently

CRITICAL THINKING AND PROBLEM SOLVING

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to find key information, make inferences and form generalizations	Search for and collect information	Separate relevant from non-relevant information	Utilize the relevant information to make inferences and form generalizations	Compare your generalizations with those of others
Students will be able to explain reasons for making a decision based on new learning and real-life experiences	Demonstrate use of previously-known information	Combine newly-learned information with previously-known information to reach a decision	Describe how or why the decision was made	Compare and contrast individual decisions with the decisions of others

CRITICAL THINKING AND PROBLEM SOLVING

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to evaluate the relevance and importance of key information presented from a variety of reliable sources to justify solutions and claims</p>	<p>Find information from provided sources</p> <p>List useful ideas</p> <p>Generate a partial solution</p>	<p>Select important information from provided sources</p> <p>Choose ideas from one source</p> <p>Generate a solution</p>	<p>Prioritize the importance of information</p> <p>Combine ideas from two reliable resources</p> <p>Generate a solution</p>	<p>Prioritize the relevance and importance of key information</p> <p>Combine ideas from three or more reliable resources</p> <p>Generate two or more solutions</p>
<p>Students will be able to consider multiple sides of an issue, seek alternative solutions and make decisions based on new learning</p>	<p>Identify more than one side of an issue</p> <p>Generate steps towards a solution</p>	<p>Describe more than one side of an issue</p> <p>Organize ideas to find a solution using prior knowledge or learned information</p>	<p>Organize multiple ideas and perspectives of an issue</p> <p>Utilize new and learned information to make decisions and find multiple solutions</p>	<p>Evaluate multiple perspectives of an issue to justify solutions</p> <p>Make decisions based on new learning</p>

CRITICAL THINKING AND PROBLEM SOLVING

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to analyze and select key information and data from a variety of reliable sources to solve problems in a variety of situations across contexts</p>	<p>Identify key components of a problem</p> <p>Generate viable solutions to a problem</p> <p>List information from credible sources</p>	<p>Understand and demonstrate key components of a simple problem</p> <p>Choose viable solution(s)</p> <p>Use credible sources</p>	<p>Assess all components of a complex problem</p> <p>Justify viable solution(s)</p> <p>Cite evidence from multiple sources</p>	<p>Investigate multiple perspectives from credible resources</p> <p>Determine how solutions are applied to multiple scenarios based on new ideas, and thoughts</p> <p>Select most relevant evidence to formulate an optimal solution</p>
<p>Students will be able to critique issues, identify constraints and barriers and evaluate multiple perspectives to make and defend judgments and actions</p>	<p>Use concrete statements to describe key elements of an issue</p> <p>Make a judgement</p> <p>List obstacles</p>	<p>Ask questions to understand elements of an issue</p> <p>Develop a credible judgment</p> <p>Categorize obstacles and determine an action plan</p>	<p>Reflect and generate additional questions based on self- and/or group-evaluation</p> <p>Identify obstacles from multiple perspectives</p> <p>Defend judgements and actions</p>	<p>Evaluate self and group perspectives</p> <p>Examine biases to predict obstacles</p> <p>Explain credible judgements and actions from various points of view</p>

CRITICAL THINKING AND PROBLEM SOLVING

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to analyze and synthesize multiple perspectives of an issue to solve problems and be able to cite valid, reliable data and evidence that apply in a variety of situations across contexts</p>	<p>Acknowledge problems can have multiple perspectives</p> <p>Identify sources and resources to gather information and ideas</p> <p>Demonstrate how to find evidence</p>	<p>Identify multiple perspectives of an identified problem</p> <p>Collect information and ideas on potential solutions</p> <p>Gather sources of evidence and identify valid resources</p>	<p>Analyze multiple perspectives to solve a problem</p> <p>Synthesize ideas to solve a problem</p> <p>Cite evidence from multiple valid and reliable sources to solve a problem</p>	<p>Establish the most viable conclusions and solutions</p> <p>Implement ideas to realize solutions</p> <p>Integrate and document resources and knowledge to execute solutions</p>
<p>Students will be able to evaluate and defend their thinking, adjust their ideas based on new learning and create viable solutions to complex problems in unique and evolving situations</p>	<p>Identify ideas of self and others</p> <p>Demonstrate awareness of personal ideas and ideas of others</p> <p>Create a solution to a problem using information from credible sources</p>	<p>Establish ideas based on current thinking and points of view</p> <p>Formulate ideas of self and others</p> <p>Understand and demonstrate key components of a problem to generate a viable solution from a credible resource</p>	<p>Evaluate and defend thinking by describing the facts behind their point of view</p> <p>Develop questions that expand former thinking</p> <p>Elaborate about reasonable solutions</p>	<p>Explain the process of evaluating and defending ideas and perspectives</p> <p>Expand thoughts to infer new generalization of ideas</p> <p>Differentiate between viable and non-viable solutions and pursue realistic solutions</p>

CRITICAL THINKING AND PROBLEM SOLVING

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
Lifelong learners will be able to investigate and take a stance on complex issues, making sure to address bias in information and beliefs and propose and defend solutions that lead to deliberate choices and actions	<p>Explore issues</p> <p>Acknowledge different sides to issues exist</p> <p>Define bias</p> <p>Acknowledge multiple solutions could exist</p>	<p>Investigate issues using a variety of resources</p> <p>State different sides of an issue</p> <p>Recognize bias by differentiating facts from opinions</p> <p>Suggest different solutions</p>	<p>Investigate issues utilizing a variety of reliable resources</p> <p>Propose and defend solutions based on the evidence collected</p> <p>Address bias internally and externally</p> <p>Propose and defend solution(s)</p>	<p>Investigate issues utilizing reliable resources from multiple perspectives</p> <p>Articulate implications and their impact on solutions</p> <p>Explain bias</p> <p>Implement solution(s)</p>



CREATIVITY AND INNOVATION

Imagine, visualize and demonstrate creative practices, innovative solutions and artistic expression.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to use their imaginations in creative play	Imitate real-life actions appropriately with adult support Recognize others' play actions	Imitate and adapt real-life play, with minimal support Demonstrate increasingly positive interactions with others during play	Understand and engage in appropriate play using real-life and imaginary scenarios Participate in a variety of play scenarios alongside others	Initiate real-life and imaginary play scenarios with others Adjust interactions to accommodate others' feelings in a variety of creative play

CREATIVITY AND INNOVATION

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to use their imaginations, creatively explore new ideas and make original creations</p>	<p>Show interest in exploring new ideas with adult support</p> <p>Reproduce a model with new approaches or materials</p>	<p>Use ideas in new ways in a familiar or teacher-directed activities</p> <p>Categorize existing materials and reject less successful choices to make a product, process or solution</p>	<p>Explore a new idea or question using their imagination</p> <p>Create a product, process, or solution using their imagination</p>	<p>Evaluate creative process and product using a set criteria</p> <p>Extend a new idea to create a product, process or solution through cooperatively integrating others' ideas and perspectives</p>

CREATIVITY AND INNOVATION

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to identify a need and brainstorm ideas within a group to design unique solutions and artistic expressions</p>	<p>Participate in discussions to identify needs or ideas</p> <p>Explore product, process or solution and considers novel approaches independently or collaboratively</p> <p>Recognize and contributes individual interests and strengths to design and develop an artistic expression or a solution</p>	<p>Identify a need or idea independently or collaboratively</p> <p>Recognize that there are different perspectives when identifying needs and ideas for designing a product, process or solution</p> <p>Recognize individual strengths, artistic expression and potential contributions to the project independently</p>	<p>Integrate others' ideas and perspectives to collaboratively identify a need or unique idea</p> <p>Integrate others' ideas and perspectives to collaboratively design a product, process or solution</p> <p>Contribute individual interests and strengths to design and develop a unique artistic expression or a solution</p>	<p>Initiate and seek input and information from a variety of sources to identify a need or unique idea</p> <p>Predict consequences of varying approaches while investigating a product, process or solution</p> <p>Evaluate results and adjust the design process for varying artistic expressions or solutions</p>

CREATIVITY AND INNOVATION

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to think abstractly in creative and artistic endeavors while recognizing their own strengths and the divergent contributions of other group members</p>	<p>Discern essential from non-essential concepts to determine those that are real but not directly tied to a concrete object using a predetermined framework</p> <p>Participate in a collaborative group with limited determination of roles or strengths using a predetermined framework</p>	<p>Discern essential from non-essential concepts to determine those that are real but not directly tied to a concrete object</p> <p>Participate in a collaborative group with limited determination of roles or strengths independently</p>	<p>Determine creative or artistic concepts that are real but not directly tied to a concrete object</p> <p>Integrate personal creative or artistic strengths with others to support a collaborative team</p>	<p>Generate creative or artistic concepts that are more abstract than concrete</p> <p>Model various roles within the group and leverages strengths of others</p>

CREATIVITY AND INNOVATION

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to collaboratively complete creative design/innovation projects that are vision-inspired and focused on the user experience</p>	<p>Participate in collaboration on project design with a predetermined framework</p> <p>Investigate new ideas or improvements with predictable ideas</p> <p>Develop steps to establish usability, purpose and functionality</p> <p>Construct a project where several design elements are unconnected</p>	<p>Collaborate to plan a creative or innovative project</p> <p>Organize conventional ideas in non-predictable ways</p> <p>Create a project that has some feasibility or applicability</p> <p>Construct a project with interesting elements that may be connected to the final use</p>	<p>Collaborate to complete a creative or innovative project</p> <p>Expand design conventions or uses common materials in new, clever or surprising ways</p> <p>Produce a creative design or project that appeals to the user experience</p> <p>Craft a complete project designed with a distinct style which applies to the identified purpose</p>	<p>Engage in student-guided collaboration where teammates are challenged to develop and complete a creative or innovative project</p> <p>Execute an unconventional design using familiar materials in new ways resulting in a unique end project</p> <p>Produce a project that focuses on applicability to the user experience or society</p> <p>Craft a project that has an innovative and striking design that is vision-inspired, well-crafted and exceeds expectations for purpose</p>
<p>Students will be able to identify a meaningful problem or opportunity, explore creative solutions with a team, produce original work and determine the best design to meet specific needs, testing and revising as necessary</p>	<p>Determine and research innovative concepts and others' innovations</p> <p>Clarify the problem within a group</p> <p>Identify innovations and their impacts using an existing framework</p> <p>Use a predetermined testing protocol and makes revisions to project without seeking feedback</p>	<p>Develop ideas about the purpose for innovation</p> <p>Imagine solutions to a problem in a collaborative setting while acknowledging others' perspectives</p> <p>Evaluate the ideas and solutions of others before selecting one</p> <p>Use an existing framework and feedback to test and revise project</p>	<p>Evaluate decisions regarding the purpose driving the process of innovation</p> <p>Generate different and creative perspectives during gathering of information</p> <p>Create a plan to investigate and evaluate different ideas and determine the best solution</p> <p>Utilize testing and revision to generate a well-crafted, useful project that is unique, surprising or inspiring</p>	<p>Explore and expands on the purpose for innovation</p> <p>Promote ways that divergent and creative perspectives impact creativity and innovation</p> <p>Investigate, experiment and test other implications or applications for the selected solution</p> <p>Evaluate the significance of well-crafted projects that are unique, surprising, inspiring or positively affect society</p>

CREATIVITY AND INNOVATION

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to collaborate and problem solve in order to complete and manage real-world original or innovative projects</p>	<p>Recognize the value of collaboration and engages in creative decision making</p> <p>Construct a project that meets expectations for purpose</p> <p>Participate in collaboration to complete projects in a timely manner</p>	<p>Collaborate to problem solve and considers options when making creative decisions</p> <p>Produce an original or innovative project with a shared vision that meets expectations for purpose</p> <p>Engage in collaboration to complete projects in a timely manner</p>	<p>Collaborate in a variety of settings to problem solve and engage in creative decision making</p> <p>Craft an original and innovative project with a shared vision that exceeds expectations for purpose</p> <p>Manage collaboration to complete projects in a timely manner</p>	<p>Initiate a collaborative setting to generate creative decisions</p> <p>Distribute a real-world, innovative project with a shared vision that exceeds expectations for purpose</p> <p>Facilitate and monitor the creative and innovative process to reflect, revise and evaluate in a timely manner</p>
<p>Lifelong learners will be able to revolutionize and positively affect society as a result of their creative and innovative efforts</p>	<p>Identify needs based on social themes and historical context</p> <p>Recognize the need for well-crafted projects in society that are unique, surprising or inspiring</p>	<p>Investigate social themes, historical context and cultural components to identify user needs</p> <p>Explore the social impact of well-crafted projects that are unique, surprising or inspiring</p>	<p>Reflect on social themes, historical context and cultural components in order to transform information and ideas into creative solutions</p> <p>Evaluate continuously the significance of well-crafted projects that are unique, surprising, inspiring and revolutionary to positively affect society</p>	<p>Predict needs and synthesizes creative solutions while continually evaluating the value of the innovation for society</p> <p>Inspire others to innovate and design well-crafted projects or ideas that are unique, surprising, inspiring and revolutionary to positively affect society</p>



COLLABORATION AND TEAMWORK

Contribute ideas, perspectives and experiences to cultivate a community of shared accountability and leadership.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to engage in cooperative play and transition between activities and settings</p>	<p>Recognize whether an activity is solo or cooperative</p> <p>Identify the beginning and ending of an activity</p> <p>State which activities are done in various settings</p>	<p>Participate in solo and cooperative activities</p> <p>Interact with others during activities</p> <p>Model expected behaviors when transitioning between activities and settings</p>	<p>Engage in cooperative play by interacting with other people</p> <p>Differentiate behaviors for various activities and settings</p> <p>Perform expected behaviors consistently when transitioning between activities</p>	<p>Initiate and engage in cooperative play with others</p> <p>Adapt to unfamiliar activities and settings by using past knowledge</p> <p>Identify transitions between new or unfamiliar activities by using past knowledge</p>
<p>Students will be able to adapt to situations and make decisions while interacting with others</p>	<p>Identify similarities and differences for many types of people interacted with on a daily basis</p> <p>Identify the different types of relationships between self and others</p>	<p>Evaluate different types of interactions with others, including positive/negative, formal/informal, small/large group, etc</p> <p>Select appropriate behavior based upon different interactions with others</p>	<p>Establish guidelines to identify obstacles when interacting with others</p> <p>Plan solutions to overcome obstacles when interacting with others</p>	<p>Recognize opportunities to generate ideas for how to work with others in new situations</p> <p>Try ideas for interacting with others in new situations</p>

COLLABORATION AND TEAMWORK

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to follow group norms while working, playing and completing tasks and projects with peers</p>	<p>Identify on-task and off-task group behavior while working and playing</p> <p>Recognize the procedures to participate in projects alone and with a group</p>	<p>Display expected behavior while working and playing with limited teacher prompting</p> <p>Participate in projects individually and with groups while following procedures with limited prompting</p>	<p>Follow expected group behavior while working and playing</p> <p>Complete projects individually and in groups while following procedures without prompting</p>	<p>Model expected group behavior in different situations when working and playing</p> <p>Demonstrate expected behavior while transitioning into other assignments and projects</p>
<p>Students will be able to promote individual and shared outcomes while engaging in mutual feedback</p>	<p>Recognize the difference between individual and group needs</p> <p>Identify and label how you react to the positive and challenging behaviors of others</p>	<p>Practice meeting both individual and group needs</p> <p>Acknowledge how others react to your behavior in both positive and challenging ways and adjust behaviors to contribute to the team</p>	<p>Promote individual and group needs in a collaborative way</p> <p>Engage in mutual feedback by recognizing how group members' behaviors impact others while meeting the needs of the group</p>	<p>Cooperate in different group settings</p> <p>Evaluate and critique the impact of feedback both individually and in a group</p>

COLLABORATION AND TEAMWORK

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to contribute to the development of group norms, build on the ideas of others and encourage equitable participation when working in a collaborative group</p>	<p>Participate in established group expectations</p> <p>Add own ideas to group activities</p> <p>Listen to the contributions of others in a group</p>	<p>Evaluate group expectations</p> <p>Revise individual ideas to align with group expectations and activities</p> <p>Participate in the group while collaborating with others</p>	<p>Contribute to the development of group expectations</p> <p>Build on the ideas of others when working within a group</p> <p>Encourage equitable participation when working in a collaborative group</p>	<p>Develop a strategy to ensure equitable collaboration when establishing group expectations</p> <p>Expand upon and adapt personal contribution to generate new ideas for the group</p> <p>Recognize and resolve obstacles to ensure equitable participation within the collaborative group</p>
<p>Students will be able to take on a given role, encourage others to complete necessary goals and apply problem-solving practices for high-level outcomes</p>	<p>Explore different roles within a group and recognize the functions of each role</p> <p>Discuss possible solutions to problems that may arise when working with others</p>	<p>Understand various roles within a group and take on a given role to reach group goals</p> <p>Practice probable solutions to specific challenges that arise while working collaboratively with others</p>	<p>Determine individual roles while encouraging each other to complete group goals</p> <p>Utilize problem-solving practices to achieve positive outcomes while working collaboratively with others</p>	<p>Recognize obstacles and adapt group roles and strategies to overcome obstacles and achieve group goals</p> <p>Investigate problem-solving practices and solutions to determine the best course of action for achieving successful outcomes while working with others</p>

COLLABORATION AND TEAMWORK

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to create appropriate group norms by preparing in advance for effective collaboration and engage by taking ownership of their individual responsibilities for a given role</p>	<p>Evaluate ideas for group norms in advance of collaboration</p> <p>Perform individual responsibilities in a collaborative group</p>	<p>Elaborate upon the ideas of others for group norms in advance of collaboration</p> <p>Critique actions to meet needs of individual responsibilities for a collaborative role</p>	<p>Establish appropriate group norms in advance of collaboration</p> <p>Enhance individual engagement by predicting how to meet the needs of that individual role</p>	<p>Generate new ideas for group norms in various settings</p> <p>Engage by taking ownership of individual responsibilities and supporting others in their roles</p>
<p>Students will be able to negotiate problem-solving practices through the solicitation of team members' perspectives and lead when appropriate to accomplish shared group goals</p>	<p>Establish possible solutions when negotiating a problem</p> <p>Participate within a team to accomplish shared goals</p>	<p>Predict solutions and come to a consensus to negotiate problem-solving when working as a team</p> <p>Collaborate with team members to create shared goals</p>	<p>Solve problems by using team members' perspectives to reach an agreement</p> <p>Lead team when appropriate to accomplish and create shared group goals</p>	<p>Develop solutions to multiple problems when leading a team</p> <p>Facilitate the development of group goals with the intention to include diverse perspectives when negotiating solutions to multiple problems</p>

COLLABORATION AND TEAMWORK

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to contribute to and work effectively in teams by leveraging various tools and resources, adapting to multiple roles and facilitating connections of diverse perspectives to accomplish shared goals</p>	<p>Identify what it means to contribute as an effective team member</p> <p>Select various tools to utilize as a team to accomplish shared goals</p> <p>Recognize there are multiple roles within a team</p> <p>Acknowledge your own perspective and how it fits in with the team to accomplish shared goals</p>	<p>Practice what it means to contribute as an effective team member</p> <p>Establish criteria for which tools are most useful to the team</p> <p>Develop a strategy for supporting and performing various roles within the team</p> <p>Understand the importance of diverse perspectives within a team to help accomplish shared goals</p>	<p>Contribute in specific ways and work effectively in teams</p> <p>Leverage various tools and resources to accomplish shared goals</p> <p>Perform and adapt to multiple roles within a team as needed</p> <p>Facilitate connections of diverse perspectives to accomplish shared goals</p>	<p>Experiment in ways that stretch you as a contributor within a team</p> <p>Research new tools and resources</p> <p>Generate and practice new roles within a team</p> <p>Distinguish and explain features of diverse perspectives that helped accomplish shared goals</p>
<p>Students will be able to create shared responsibility for collaborative work and value the individual contributions made by each team member to cultivate a culture of community</p>	<p>Set goals for assigned role in collaborative work</p> <p>Make a plan aligned to expectations for fulfilling specific roles and establish criteria for successful individual contributions</p>	<p>Reach individual goals within a collaborative work setting</p> <p>Recognize obstacles to individual contributions that can be removed and adapt accordingly to build group cohesiveness</p>	<p>Create shared responsibility in working collaboratively toward group goals</p> <p>Respect and acknowledge the individual contributions made by each team member to cultivate a culture of community</p>	<p>Research and implement best practices for participating in collaborative work experiences</p> <p>Distinguish features of collaborative communities and how to deliberately support individuals in the future</p>

COLLABORATION AND TEAMWORK

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to create, contribute and analyze the work of diverse teams in a variety of contexts by vetting current and evolving tools and resources, adapting to multiple roles and connecting various perspectives to accomplish a shared goal</p>	<p>Evaluate the work of diverse teams and roles in consideration of various perspectives</p> <p>Organize tools and resources for use across various contexts</p> <p>Proactively navigate opportunities to leverage individual strengths while developing shared goals</p>	<p>Establish criteria for incorporating various perspectives into multiple roles within a diverse team</p> <p>Analyze tools and resources for effectiveness across various contexts</p> <p>Distinguish the use of essential information, such as vetting resources and integrating multiple roles to identify a shared goal</p>	<p>Adapt the work of diverse teams and multiple roles in response to various perspectives both within and beyond the group</p> <p>Establish criteria for the effectiveness of current and evolving tools and resources for use across diverse teams and various contexts</p> <p>Recognize obstacles for the use of essential information, such as vetting resources for multiple roles to develop shared goals</p>	<p>Predict the work of diverse teams and multiple roles in response to various perspectives both within and beyond the group</p> <p>Generate a comprehensive bank of current and evolving tools and resources for use across diverse teams and various contexts</p> <p>Explain the impact of obstacles in relation to vetting resources and various perspectives for multiple roles in the accomplishment of shared goals</p>
<p>Lifelong learners will be able to elevate the work of others, share ownership of collaborative work, value the individual contributions made by each team member and create cultures of community in a variety of situations</p>	<p>Utilize work of others</p> <p>Assume responsibility and ownership for individual role</p> <p>Recognize contributions of some members</p> <p>Contribute to the culture of community by identifying and sharing values and expectations to be used as norms that contribute to a culture of community</p>	<p>Elaborate on the work of others</p> <p>Actively incorporates individual contributions into collective work</p> <p>Recognize contributions by all members</p> <p>Foster a culture of community by referencing and referring to team culture and norms in a variety of situations</p>	<p>Highlight and emphasize the work of others</p> <p>Assume collective ownership of the work with all members of the team</p> <p>Appreciate contributions of all members</p> <p>Champion and defend the community of culture in a variety of situations</p>	<p>Develop arguments to promote contributions of others</p> <p>Share ownership by acknowledging the interdependent nature of the collaborative work</p> <p>Praise and critique contributions of all members</p> <p>Evaluate team dynamics in new groups and develop strategies to promote a culture of community</p>



HONESTY, INTEGRITY AND RESPONSIBILITY

Are trustworthy, ethical, reliable and are accountable for the results they produce.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to know the difference between a truth and a lie, while practicing truthfulness	Recognize, with guidance, when something is the truth	Describe what it means to tell the truth	Compare the difference between a truth and a lie while practicing truthfulness	Explain why telling truth is important
Students will be able to begin work and follow directions	Understand where to start work Listen to directions	Begin work with guidance Follow directions with guidance	Begin work independently Follow directions	Complete work independently Be an example in following directions

HONESTY, INTEGRITY AND RESPONSIBILITY

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to make sense of a situation by recalling what did and did not happen and express their emotions appropriately</p>	<p>Observe what happens in a situation</p> <p>Recognize emotions</p>	<p>Recognize what happens in a situation</p> <p>Identify personal emotions and those of others</p>	<p>Make sense of a situation by recalling what did and did not happen</p> <p>Express emotions appropriately</p>	<p>Analyze a situation from a different viewpoint</p> <p>Support others to express emotions appropriately</p>
<p>Students will be able to take ownership for their actions and complete tasks</p>	<p>Recognize with guidance how actions affect others</p> <p>Begin work with guidance on assigned tasks</p>	<p>Recognize how actions affect others</p> <p>Work on assigned tasks</p>	<p>Take ownership for personal actions</p> <p>Complete tasks</p>	<p>Predict how personal actions could affect others</p> <p>Help others complete tasks</p>

HONESTY, INTEGRITY AND RESPONSIBILITY

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to assess a situation, apply empathy and articulate how their choices have positive and negative outcomes</p>	<p>Describe a situation</p> <p>Understand empathy</p> <p>Explain the impact of a choice</p>	<p>Summarize key details of a situation</p> <p>Recognize how to use empathy</p> <p>Describe possible outcomes of choices</p>	<p>Assess a situation</p> <p>Apply empathy</p> <p>Articulate how choices have positive and negative outcomes</p>	<p>Predict appropriate ways to respond to a situation</p> <p>Investigate ways to show empathy</p> <p>Reflect on choices and determine ways to avoid negative outcomes</p>
<p>Students will be able to identify the action steps needed to complete commitments, meet responsibilities and contribute productively to a group</p>	<p>Recognize beginning steps needed to complete commitments</p> <p>Describe responsibilities</p> <p>Recognize the various roles in the group</p>	<p>Follow suggested action steps needed to complete commitments</p> <p>Work to fulfill responsibilities</p> <p>Practice assigned role with guidance</p>	<p>Identify and create action steps needed to complete commitments</p> <p>Meet responsibilities</p> <p>Contribute productively to a group</p>	<p>Evaluate and adjust action steps throughout the process to complete commitments</p> <p>Exceed responsibilities and expectations by helping others</p> <p>Reflect on contribution to the group and adjust as needed</p>

HONESTY, INTEGRITY AND RESPONSIBILITY

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to recognize and acknowledge that their choices have intended and unintended outcomes now and in the future</p>	<p>Recognize how to use empathy</p> <p>Describe possible outcomes of choices</p>	<p>Apply empathy</p> <p>Acknowledge that choices have intended and unintended outcomes</p>	<p>Investigate alternative ways to show empathy</p> <p>Recognize and acknowledge choices have intended and unintended outcomes now and in the future</p>	<p>Display empathy while making decisions</p> <p>Determine the best choices based on possible outcomes</p>
<p>Students will be able to be proactive, organized and accountable in order to complete responsibilities, in addition to making contributions that positively impact their peers</p>	<p>Complete responsibilities</p> <p>Understand that contributions will impact peers</p>	<p>Evaluate the best way to complete responsibilities</p> <p>Predict how contributions will impact peers</p>	<p>Be proactive, organized and accountable when completing responsibilities</p> <p>Make contributions that positively impact peers</p>	<p>Predict implications of completed responsibilities</p> <p>Invite others to positively impact peers</p>

HONESTY, INTEGRITY AND RESPONSIBILITY

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to display empathy while making decisions, be accountable for their actions and consider the implications of their choices</p>	<p>Explain empathy</p> <p>Understand personal responsibility for actions</p> <p>Recognize that choices have implications for others</p>	<p>Recognize actions that show empathy while making decisions</p> <p>Accept responsibility for actions</p> <p>Reflect on another's perspective</p>	<p>Display empathy while making decisions</p> <p>Demonstrate accountability for actions</p> <p>Consider the implications of choices and how they affect others</p>	<p>Perceive broader impact of empathy on community or society</p> <p>Encourage accountable behaviors in others</p> <p>Use feedback to set goals and monitor choices in a variety of settings</p>
<p>Students will be able to follow through on commitments and make contributions that positively impact their peers and community</p>	<p>Accept given responsibilities</p> <p>Understand that contributions will impact peers and community</p>	<p>Make commitments to fulfill responsibilities</p> <p>Predict how contributions will impact peers and community</p>	<p>Follow through on commitments</p> <p>Make contributions that positively impact their peers and community</p>	<p>Use strategies to follow through on commitments</p> <p>Invite others to positively impact peers and community</p>

HONESTY, INTEGRITY AND RESPONSIBILITY

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
Lifelong learners will be able to make decisions with intention and take accountability for their actions while modeling and advocating for others to do the same	<p>Contemplate outcomes and display empathy when making decisions</p> <p>Take accountability for actions</p>	<p>Establish criteria when making decisions</p> <p>Model accountability for actions with others</p>	<p>Make decisions with intention using criteria</p> <p>Take accountability for actions while modeling and advocating for others to do the same</p>	<p>Make decisions with intention using established, self-identified criteria</p> <p>Use the opportunity to take accountability for actions to self-reflect and seek personal growth while advocating for others to do the same</p>
Lifelong learners will be able to manage their time effectively in order to follow through on commitments and make contributions that positively impact their peers, community and global society	<p>Follow through on commitments</p> <p>Understand that contributions will impact peers, community and global society</p>	<p>Determine strategies to effectively manage time to follow through on commitments</p> <p>Predict how contributions will impact peers, community and global society</p>	<p>Manage time effectively to follow through on commitments</p> <p>Make contributions that positively impact peers, community and global society</p>	<p>Theorize potential improvements while planning to follow through on commitments</p> <p>Invite others to positively impact peers, community and global society</p>



HARD WORK AND RESILIENCE

Set personal goals, apply best efforts to achieve them and persevere when faced with challenges and setbacks. Have a well-grounded sense of confidence, optimism and self-efficacy.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
With support, students will be able to achieve adult-provided goals	State the actions toward achieving a given goal, with support	Take steps toward achieving a given goal	Complete a given goal, with support	Select the next goal from a list of given goals
Students will be able to develop maintained focus, with support, on tasks requiring more than one attempt and understand that choices matter and have consequences	Identify the purpose of focus Match choices with possible consequences or outcomes	Describe, with support, how focus helps to complete a task and practice attempting a repeated task State examples from their own experience of choices and possible consequences or outcomes	Develop persistence while attempting a repeated task, with support Describe the effects or outcomes of a choice	Demonstrate flexibility and focus while attempting a repeated task with minimum support Explain the relationship between consequences and choices

HARD WORK AND RESILIENCE

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>With support, students will be able to set short-term personal and educational goals</p>	<p>Recognize the basic definition/idea of a goal</p>	<p>Identify and sort a generalized list of personal goals and educational goals</p>	<p>Name a current personal and educational goal, developed with adult support</p>	<p>Describe who, what, when and where of a current personal and educational goal, established with adult support</p>
<p>Students will be able to have age-appropriate, consistent educational interests while beginning to develop awareness and control of themselves and their social environments</p>	<p>List educational subjects or topics</p> <p>Identify ways to show self-control</p>	<p>Rank educational subjects or topics in order of preference</p> <p>Practice, with support, showing self-control with others</p>	<p>Describe an educational subject or topic that is interesting to the individual student</p> <p>Demonstrate self-control with others</p>	<p>Describe and provide reasons why an educational subject or topic is interesting to the individual student</p> <p>Recognize and explain a situation where a student displayed self-control with others</p>

HARD WORK AND RESILIENCE

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to set and achieve short and long-term educational and personal goals, with prompting	Identify personal and educational goals, with prompting	Describe short- and long-term educational and personal goals, with prompting	Make and complete short- and long-term educational and personal goals, with prompting	Develop and complete short- and long-term educational and personal goals and reflect on the outcomes
Students will be able to understand that the learning process is increasingly challenging, requiring consistent interest and persistent effort through developing self-control and intrinsic motivation	<p>Recognize that the learning process becomes increasingly challenging and will require consistent interest and persistent effort</p> <p>Identify what self-control and intrinsic motivation look like</p>	<p>Describe how the learning process is increasingly challenging while explaining how consistent interest and persistent effort leads to success</p> <p>State how self-control and intrinsic motivation lead to success</p>	<p>Describe how the learning process is increasingly challenging and represent how consistent interest and persistent effort leads to success</p> <p>Demonstrate self-control and intrinsic motivation to complete tasks</p>	<p>Differentiate between simpler and more challenging tasks while recognizing that consistent interest and persistent effort can be called productive struggle</p> <p>Model self-control and intrinsic motivation to ensure tasks are done on time and successfully</p>

HARD WORK AND RESILIENCE

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to design and implement educational and personal goals as well as begin to monitor and adjust with minimal prompting while beginning to explore occupational goals</p>	<p>List educational and personal goals</p> <p>Identify ways goals could be measured, with minimal prompting</p>	<p>Establish criteria for educational and personal goals with measurable outcomes while reflecting on long-term ideas for their future</p> <p>Adapt the goals on personal reflection, recognize possible obstacles</p>	<p>Develop educational and personal goals with measurable outcomes and begin to explore occupational goals</p> <p>Monitor and edit the goals with minimal prompting</p>	<p>Design educational, personal and occupational goals with measurable outcomes which reflect long-term ideas for their future</p> <p>Evaluate and adapt the goals, recognizing possible obstacles</p>
<p>Students will be able to engage in “productive struggle” while continuing to understand and apply consistent interest, persistent effort and self-efficacy as they explore their boundaries and motivations within their environment</p>	<p>Identify what productive struggle is and explain ways in which consistent interest, persistent effort and self-efficacy lead to success</p> <p>Describe what boundaries look like and how they might differ between environments</p>	<p>Describe examples in which productive struggle takes place with consistent interest, persistent effort and self-efficacy</p> <p>Distinguish their boundaries and motivations within their environment</p>	<p>Demonstrate productive struggle with consistent interest, persistent effort and self-efficacy</p> <p>Investigate their boundaries and motivations within their environment</p>	<p>Develop experience in “productive struggle” while establishing consistent interest, persistent effort and self-efficacy</p> <p>Think through the implications of personal boundaries and defend your choices of where your boundaries lie</p>

HARD WORK AND RESILIENCE

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to design, implement, monitor and adjust measurable, multi-step educational, occupational and personal goals</p>	<p>Identify measurable educational, occupational and personal goals</p> <p>Organize goals into educational, occupational and personal categories</p>	<p>Decide measurable educational, occupational and personal goals with criteria established to measure success</p> <p>Recognize possible obstacles to the goals</p>	<p>Develop measurable and multi-step educational, occupational and personal goals with criteria established to measure success</p> <p>Adapt as new obstacles are observed to the goal</p>	<p>Generate several measurable multi-step educational, occupational and personal goals with criteria established to measure success</p> <p>Predict future obstacles to educational, occupational and personal goals</p>
<p>Students will be able to engage in “productive struggle” with consistent interest, persistent effort and self-efficacy as they refine their boundaries and motivations within their environment</p>	<p>Recognize opportunities for “productive struggle” and persistent effort in one’s individual experiences</p> <p>Describe motivations for success</p>	<p>Establish criteria for “productive struggle” and persistent effort in learning from one’s individual experiences</p> <p>Evaluate motivations for success</p>	<p>Develop purposeful effort with a sustained interest in learning</p> <p>Adjust, as needed, motivations for success</p>	<p>Explain self-efficacy and resilience as it relates to individual choices and experiences</p> <p>Predict motivations needed for success</p>

HARD WORK AND RESILIENCE

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to design, implement, monitor and adjust measurable, multifaceted educational, occupational and personal goals as they transfer their knowledge and skills to a variety of work and life events</p>	<p>Decide educational, occupational and personal goals with criteria established to measure success</p> <p>Predict possible knowledge and skills needed to a variety of work and life events</p>	<p>Develop educational, occupational and personal goals with criteria established to measure success</p> <p>Defend choices for the knowledge and skills needed to a variety of work and life events</p>	<p>Experiment with educational, occupational and personal goals with criteria established to measure success</p> <p>Test knowledge and skills through a variety of work and life events</p>	<p>Explain specific successes within their educational, occupational and personal goals</p> <p>Research the consequences of choices to discover different possible solutions to a variety of work and life events</p>
<p>Lifelong learners will be able to apply previous experiences of “productive struggle” to continue growing while managing boundaries and motivations within their environment</p>	<p>Recognize obstacles to “productive struggle” from previous experiences</p> <p>Establish boundaries and motivations needed for success within their environment</p>	<p>Generate specific goals to grow and learn from previous experiences</p> <p>Predict what boundaries and motivations are needed for success within their environments</p>	<p>Explain how “productive struggle” helps them to continue to grow and learn from their previous experiences</p> <p>Explain boundaries and motivations within their environment for success</p>	<p>Think through how “productive struggle” helps them learn from previous experiences</p> <p>Distinguish features of boundaries and motivations that help one achieve personal success</p>



LIFELONG LEARNING AND PERSONAL GROWTH

Continue to seek knowledge and develop skills in all settings.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to explore their environments and engage in learning opportunities</p>	<p>Explore familiar environments through guided opportunities for discovery</p>	<p>Explore familiar environments by interacting with other learners during opportunities to develop discovery</p>	<p>Explore familiar and unfamiliar environments by interacting independently during opportunities to display discovery</p>	<p>Explore additional unfamiliar environments by expressing motivation for learning and interacting with other learners during opportunities for discovery</p>

LIFELONG LEARNING AND PERSONAL GROWTH

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to understand the purpose of personal improvement through goal-setting to increase knowledge, build decision-making skills and develop values across settings</p>	<p>Express awareness of self-improvement through identifying goals, increasing knowledge, practicing decision-making skills and exploring personal values across familiar environments</p>	<p>Express interest for self-improvement through guided goal setting, increasing knowledge, understanding decision-making skills and exploring personal values across familiar environments</p>	<p>Express the benefit for self-improvement through goal setting, increasing knowledge, improving decision-making skills and establishing personal values across familiar and unfamiliar environments</p>	<p>Apply self-improvement strategies through targeted goal setting, increasing knowledge, strengthening decision-making skills and establishing and reflecting on personal values across familiar and unfamiliar environments</p>

LIFELONG LEARNING AND PERSONAL GROWTH

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to experience personal growth through self-direction and goal-setting to apply knowledge, skills and values to inform ideas and actions across settings</p>	<p>Experience personal growth by recognizing available opportunities and applying goals, knowledge, skills and values to establish ideas and behaviors across familiar settings</p>	<p>Experience personal growth by choosing to participate in available opportunities and applying goals, knowledge, skills and values to inform ideas and behaviors across a variety of familiar settings</p>	<p>Experience personal growth by sharing reasons for participating in available opportunities and applying goals, knowledge, skills and values to inform ideas and behavior across familiar and unfamiliar settings</p>	<p>Experience personal growth by adjusting decisions to participate in available opportunities and predict the application of goals, knowledge, skills and values to direct ideas and behaviors across familiar and unfamiliar settings</p>

LIFELONG LEARNING AND PERSONAL GROWTH

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to develop personal growth through self-direction and goal-setting to utilize knowledge, skills and values to influence ideas and actions across settings</p>	<p>Develop personal growth by recognizing goals, knowledge, skills and values to influence ideas and actions across familiar settings</p>	<p>Develop personal growth by constructing goals, knowledge, skills and values to influence ideas and actions across familiar settings</p>	<p>Develop personal growth by utilizing goals, knowledge, skills and values to influence ideas and actions across familiar settings</p>	<p>Develop personal growth by integrating goals, knowledge, skills and values to impact ideas and actions across familiar and unfamiliar settings</p>

LIFELONG LEARNING AND PERSONAL GROWTH

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to demonstrate personal growth through setting, monitoring and achieving goals to pursue knowledge, skills and values to guide ideas and actions across settings</p>	<p>Demonstrate personal growth by selecting goals, knowledge, skills and values to practice ideas and actions across a variety of familiar settings</p>	<p>Demonstrate personal growth by pursuing goals, knowledge, skills and values to guide ideas and actions across familiar and unfamiliar settings</p>	<p>Demonstrate personal growth by pursuing, monitoring and achieving goals, knowledge, skills and values to guide ideas and actions across a variety of familiar and unfamiliar settings</p>	<p>Demonstrate personal growth by modifying goals, knowledge, skills and values based on monitoring of progress to direct ideas and actions across a variety of familiar and unfamiliar settings</p>

LIFELONG LEARNING AND PERSONAL GROWTH

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners continuously pursue personal growth by setting and reflecting on goals to advance knowledge, skills and values to optimize decision-making across settings</p>	<p>Pursue lifelong learning by expanding personal growth opportunities, independent of outside influences, by establishing personal goals and advancing knowledge, skills and values to make decisions across unfamiliar settings</p>	<p>Pursue lifelong learning by experimenting with personal growth opportunities through assessing personal goals and advancing knowledge, skills and values to improve decision-making across unforeseen settings</p>	<p>Pursue lifelong learning by reflecting on personal growth opportunities and goals while advancing and appraising knowledge, skills and values to optimize decision-making across all settings</p>	<p>Pursue lifelong learning by prioritizing personal growth and goals, investigating new opportunities and connecting knowledge, skills, and values to enhance decision-making in order to adapt to any setting</p>



SERVICE

Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to, with prompting and support, show kindness through their words and actions as they help and serve in their home and classroom</p>	<p>Recognize examples of kind words and actions with prompting and support</p> <p>Recognize examples of helping and serving in their home and classroom with prompting and support</p>	<p>Plan to show kindness by using words and actions with prompting and support</p> <p>Plan to help and serve in their home and classroom with prompting and support</p>	<p>Show kindness through their words and actions with prompting and support</p> <p>Help and serve in their home and classroom with prompting and support</p>	<p>Encourage others to show kindness through words and actions with prompting and support</p> <p>Invite and encourage others to help and serve in their home and classroom with prompting and support</p>

SERVICE

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to proactively show kindness through their words and actions as they help and serve in their school and local community</p>	<p>Identify kind words and actions</p> <p>Identify examples of helping and serving in their school and local community</p>	<p>Plan to show kindness through words and actions</p> <p>Plan to help and serve in their school and local community</p>	<p>Choose to show kindness through words and actions</p> <p>Choose to help and serve in their school and local community</p>	<p>Encourage others to show kindness through words and actions</p> <p>Invite and encourage others to help and serve in their school and local community</p>

SERVICE

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to proactively show compassion by identifying, with support, informal service opportunities where assistance is needed</p>	<p>Develop compassion by describing, with support, informal service opportunities where assistance is needed</p>	<p>Develop compassion by providing examples, with support, of informal service opportunities where assistance is needed</p>	<p>Choose to show compassion by identifying, with support, informal service opportunities where assistance is needed</p>	<p>Choose to show compassion by selecting informal service opportunities where assistance is needed</p>
<p>Students will be able to participate in their communities by addressing identified needs and serving without expecting compensation (e.g., money or treats)</p>	<p>List and describe needs in their community</p>	<p>Plan to address identified needs in their community without expecting compensation</p>	<p>Address identified needs and serve in their community without expecting compensation</p>	<p>Invite and encourage others to address identified needs through service in their community without expecting compensation</p>

SERVICE

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to show empathy by selecting informal or identified formal service opportunities where assistance is needed</p>	<p>Develop empathy by identifying informal or formal service opportunities where assistance is needed</p>	<p>Develop empathy by prioritizing identified informal or formal service opportunities where assistance is needed</p>	<p>Show empathy by selecting informal or identified formal service opportunities where assistance is needed</p>	<p>Show empathy by guiding others to select formal or informal service opportunities</p>
<p>Students will be able to play a role in their communities by addressing selected needs and serving without expecting compensation or formal recognition</p>	<p>Identify needs and consider opportunities to serve in their community</p>	<p>Prioritize needs and plan to serve in their community without expecting compensation</p>	<p>Address selected needs and serve in their community without expecting compensation or formal recognition</p>	<p>Collaborate with others to plan and execute service in their community without expecting compensation or recognition</p>

SERVICE

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to show empathy by seeking and recognizing both informal and formal service opportunities where assistance is needed</p>	<p>Develop empathy by identifying informal and formal service opportunities</p>	<p>Develop empathy by recognizing and prioritizing informal and formal service opportunities where assistance is needed</p>	<p>Show empathy by independently seeking and selecting informal and formal service opportunities where assistance is needed</p>	<p>Show empathy by adapting prior service experience to engage others in new informal and formal service opportunities</p>
<p>Students will be able to engage civically in communities (local and global) by addressing recognized needs and serving without expecting compensation or recognition</p>	<p>Consider and identify opportunities to serve in local and global communities</p>	<p>Recognize and prioritize local and global community needs without expecting compensation</p>	<p>Address recognized needs and serve in local and global communities without expecting compensation or recognition</p>	<p>Organize and lead service in local and global communities without expecting compensation or recognition</p>

SERVICE

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to show empathy by investigating community needs and collaborating with stakeholders to determine and develop solutions for those needs</p>	<p>Develop empathy by listing possible resources and stakeholders to outline solutions for community needs</p>	<p>Develop empathy by determining best resources and most relevant stakeholders and predicting barriers to developing solutions for community needs</p>	<p>Show empathy by investigating community needs, collaborating with stakeholders and determining and developing solutions for community needs</p>	<p>Show empathy by leading a group to research community needs and determine and develop solutions for an identified project</p>
<p>Lifelong learners will be able to engage civically by reaching out and including community stakeholders in the execution and evaluation of their solution to community needs</p>	<p>List possible solutions to local and global community needs with stakeholders</p>	<p>Plan solutions to local and global community needs with stakeholders</p>	<p>Execute then evaluate solutions for local and global community needs by reaching out and including community stakeholders</p>	<p>Generate and organize, in partnership with stakeholders, a sustainable service protocol for future local and global community needs</p>



RESPECT

Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures and traditions.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to show self-respect by using self-regulation and promoting self-advocacy through verbal and nonverbal expressions	Identify aspects of self-respect by selecting appropriate expressions for self-advocacy and self-regulation	Recognize and show self-respect through appropriate expressions for self-advocacy and self-regulation	Show self-respect by using self-regulation and promoting self-advocacy through appropriate expressions	Show self-respect and self-advocacy by establishing and demonstrating self-regulation through appropriate expressions
Students will be able to demonstrate the ability to show respect for their diverse community by recognizing and appreciating similarities and differences between themselves and their peers	From a list, select similarities and differences between themselves and their peers to demonstrate the ability to show respect for their diverse community	Recall and state similarities and differences between themselves and their peers to demonstrate the ability to show respect for their diverse community	Recognize and appreciate similarities and differences between themselves and their peers to demonstrate the ability to show respect for their diverse community	Identify why and how similarities and differences between themselves and their peers influence interpersonal skills to demonstrate the ability to show respect for their diverse community

RESPECT

K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to show self-respect through practicing self-regulation and distinguishing appropriate communication of their needs to self-advocate</p>	<p>Show self-respect by describing self-regulation strategies and appropriately communicating needs through self-advocacy</p>	<p>Show self-respect and self-regulation by differentiating between appropriate types of communication to demonstrate their need to self-advocate</p>	<p>Show self-respect by practicing self-regulation and distinguishing appropriate communication to self-advocate</p>	<p>Explore self-respect by describing the effects of self-regulation together with the key parts of self-advocacy and appropriate communication</p>
<p>Students will be able to demonstrate recognition of and respect for the feelings and ideas of their diverse community members by applying interpersonal skill</p>	<p>Identify the value of interpersonal skills to show respect for the feelings and ideas of their diverse community members</p>	<p>Recognize and describe the importance of interpersonal skills to show respect for the feelings and ideas of their diverse community members</p>	<p>Apply interpersonal skills to show respect for the feelings and ideas of their diverse community members</p>	<p>Infer new generalizations from the application of interpersonal skills to demonstrate recognition of and respect for the feelings and ideas of their diverse community members</p>

RESPECT

3-5	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to show self-respect by understanding and communicating their cultures, traditions, values, privileges and needs to their diverse community members</p>	<p>Show self-respect by recognizing their cultures, traditions, values, privileges and needs to their diverse community members</p>	<p>Show self-respect by describing their cultures, traditions, values, privileges and needs to their diverse community members</p>	<p>Show self-respect by understanding and communicating cultures, traditions, values, privileges and needs to their diverse community members</p>	<p>Show self-respect by discerning and appreciating their cultures, traditions, values, privileges and needs to share with their diverse community members</p>
<p>Students will be able to demonstrate the ability to show respect through collaborating with their diverse community members to understand, recognize and appreciate diverse cultures, traditions, values, privileges, needs and life experiences</p>	<p>Recognize diverse cultures, traditions, values, privileges, needs and life experiences to show respect through collaboration with diverse community members</p>	<p>Recognize and understand diverse cultures, traditions, values, privileges, needs and life experiences to show respect through collaboration with diverse community members</p>	<p>Recognize, understand and appreciate diverse cultures, traditions, values, privileges, needs and life experiences to show respect through collaboration with diverse community members</p>	<p>Recognize, understand, appreciate and promote diverse cultures, traditions, values, privileges, needs and life experiences to show respect through collaboration with diverse community members</p>

RESPECT

6-8	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to model self-respect by understanding and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Model self-respect by describing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Model self-respect by stating and demonstrating the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Model self-respect by understanding and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Model self-respect by defending a position for appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>
<p>Students will be able to model respect by utilizing supported adaptive strategies and interpersonal skills to recognize, understand, support and protect the rights associated with each member of their diverse community</p>	<p>Recognize the rights associated with each member of their diverse community by modeling respect and utilizing supported adaptive strategies and interpersonal skills</p>	<p>Recognize and understand the rights associated with each member of their diverse community through modeling respect by utilizing supported adaptive strategies and interpersonal skills</p>	<p>Recognize, understand, support and protect the rights associated with each member of their diverse community through modeling respect by utilizing supported adaptive strategies and interpersonal skills</p>	<p>Explain the need to support and protect the rights associated with each member of their diverse community through modeling respect by utilizing supported adaptive strategies and interpersonal skills</p>

RESPECT

9-12	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to apply self-respect through establishing and expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Apply self-respect by identifying the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Apply self-respect by identifying and establishing the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Apply self-respect by establishing and expressing the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Apply self-respect by expressing and explaining the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to advance personal well-being and self-advocacy</p>
<p>Students will be able to generate and utilize adaptive strategies, independently, for recognizing, understanding, supporting and advocating for the rights and the unique values, contributions and needs associated with each member of their diverse community</p>	<p>Recognize the rights and the unique values, contributions and needs associated with each member of their diverse community by generating and utilizing adaptive strategies, independently</p>	<p>Recognize and understand the unique values, contributions and needs associated with each member of their diverse community by generating and utilizing adaptive strategies, independently</p>	<p>Recognize, understand, support and advocate for the rights and the unique values, contributions and needs associated with each member of their diverse community by generating and utilizing adaptive strategies independently</p>	<p>Defend a position for the rights and the unique values, contributions and needs associated with each member of their diverse community, generating and utilizing adaptive strategies independently</p>

RESPECT

Postsecondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to generalize self-respect by establishing and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being, self-advocacy and contribution to their diverse community</p>	<p>Generate self-respect by exploring and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to exercise personal well-being, self-advocacy and contribution to their diverse community</p>	<p>Generate self-respect by researching and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being, self-advocacy and contribution to their diverse community</p>	<p>Generalize self-respect by establishing and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to advance personal well-being, self-advocacy and contribution to their diverse community</p>	<p>Advance self-respect by appropriately expressing and thinking through the implications surrounding the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to solidify personal well-being, self-advocacy and contribution to their diverse community</p>
<p>Lifelong learners will be able to generate and utilize adaptive strategies and advocacy, independently, for recognizing and understanding the rights associated with all community members to contribute to the global community</p>	<p>Develop theories to recognize the rights associated with all community members in order to contribute to the global community by generating and utilizing adaptive strategies and advocacy independently</p>	<p>Experiment on the theories to recognize and understand the rights associated with all community members in order to contribute to the global community by generating and utilizing adaptive strategies and advocacy independently</p>	<p>Demonstrate the recognition and understanding of the rights associated with all community members in order to contribute to the global community by generating and utilizing adaptive strategies and advocacy independently</p>	<p>Defend a position for the recognition and understanding of the rights associated with all community members in order to contribute to the global community by generating and utilizing adaptive strategies and advocacy independently</p>



UTAH PORTRAIT OF A GRADUATE COMPETENCY MODEL RUBRICS

M A P by Grade Level



PRE-K MASTERY

Mastery is the ability to demonstrate depth of knowledge and skill proficiency.

Academic Mastery	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to recognize, recall and sort academic content knowledge and foundational skills</p>	<p>Imitate foundational knowledge and skills</p> <p>Select foundational knowledge and skills from a group of choices</p> <p>Show foundational knowledge and skills</p>	<p>Attempt foundational knowledge and skills</p> <p>Identify foundational knowledge and skills found in a group</p> <p>Use models to show foundational academic knowledge and skills</p>	<p>Recognize foundational knowledge and skills</p> <p>Recall foundational knowledge and skills</p> <p>Sort foundational knowledge and skills</p>	<p>List foundational knowledge and skills</p> <p>Use foundational knowledge and skills</p> <p>Organize foundational academic knowledge and skills</p>
<p>Students will be able to use information to arrive at a conclusion or solution</p>	<p>Recognize a decision or choice from a list</p>	<p>Name information to make a conclusion or solution</p>	<p>Use information to arrive at a conclusion or solution</p>	<p>Describe information used to arrive at a conclusion or solution</p>

PRE-K MASTERY

Wellness		Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to identify emotions, recognize physical and social needs, ask for help and participate in guided wellness activities	Physical	Determine what physical needs are Observe activities that meet physical needs	Identify what personal physical needs are and when to ask for help Discuss activities that fit personal physical needs	Recognize physical needs and when to ask for help Participate in guided activities that meet physical needs	Select physical activities to meet needs Engage with a variety of physical activities
	Mental	Discuss what emotions are	Participate in lessons or activities that help recognize emotions	Identify a range of emotions Ask for help when support is needed	Describe connections between physical, social-emotional health and mental well-being Understand how mental health impacts behaviors
	Social-Emotional	Determine what social needs are	Discuss social activities and the importance of relationships	Participate in social activities that support relationship building	Select social activities that support building relationships with others Invite others to participate in social activities

PRE-K MASTERY

Civic, Financial and Economic Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to interact cooperatively with adults and peers of diverse backgrounds and will contribute to the classroom community</p>	<p>Identify classroom rules for how to cooperate with others</p> <p>Determine from a list appropriate examples of how one could contribute to their classroom community</p>	<p>Explain classroom rules for how to cooperate with others from diverse backgrounds</p> <p>Describe ways to contribute to the classroom community</p>	<p>Cooperate with others from diverse backgrounds by sharing, taking turns with a partner and problem solving</p> <p>Contribute to the classroom community by fulfilling jobs, recognizing needs and participating in group activities</p>	<p>Cooperate with others from diverse backgrounds by sharing, taking turns with a large group and planning conflict resolution with peers</p> <p>Defend their perspective to peers about the importance of contributing to the classroom community</p> <p>Establish ideas for contributions that meet the needs of the classroom community</p>
<p>Students will be able to distinguish between a want and a need and will explain how jobs meet the needs of individuals in the classroom community</p>	<p>Recall basic needs and wants</p> <p>Match from a list different jobs to the individual needs they meet</p>	<p>Classify basic needs and wants</p> <p>Recognize that different jobs meet different needs within the community</p>	<p>Compare and contrast needs and wants</p> <p>Explain how people have jobs that meet diverse needs of individuals and their communities</p>	<p>“Design a list of individual needs and wants and evaluate why each is in its appropriate category</p> <p>Infer what jobs would meet needs for individuals and communities</p> <p>Develop different examples of jobs for individuals and communities</p>

PRE-K MASTERY

Digital Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to identify various digital devices and understand basic terminology	Identify digital versus non-digital devices from options	Recognize there are different types of devices	Name various digital devices with correct terminology	Describe different purposes for digital devices with correct terminology
With support, students will be able to use digital technology properly to learn and communicate with others	Attempt to use technology to learn and communicate with full support	Attempt to use technology appropriately to learn and communicate with moderate support	Use technology appropriately to learn and communicate with others with some support	Use technology appropriately to learn and communicate under supervision



PRE-K AUTONOMY

Autonomy is having the self-confidence and motivation to think and act independently.

Communication	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to convey information through expression of words, sentences, pictures and gestures for different purposes	Recognize information	Label and describe information	Deliver information through expression of words, sentences, pictures and gestures for different purposes	Use knowledge of different communication forms to select appropriate form for different purposes and audiences
Students will be able to process information and respond verbally and/or nonverbally in an appropriate manner	Recognize information communicated verbally and/or nonverbally	Determine factual accuracy of information communicated verbally and nonverbally	Process information and respond verbally and/or nonverbally in an appropriate manner	Demonstrate understanding of information by adapting responses to an audience

Critical Thinking and Problem Solving	Emerging Competence	Approaching Competence	Competent	Extending Competence
With support, students will be able to identify, categorize and sequence information to make choices based on new learning and real-life experiences	Recognize that action is needed to solve a problem	Seek appropriate support people and state the problem in a constructive way	Demonstrate, with support, appropriate action to solve the problem	Complete the action independently

PRE-K-K AUTONOMY

Creativity and Innovation	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to use their imaginations in creative play</p>	<p>Imitate real-life actions appropriately with adult support</p> <p>Recognize others' play actions</p>	<p>Imitate and adapt real-life play, with minimal support</p> <p>Demonstrate increasingly positive interactions with others during play</p>	<p>Understand and engage in appropriate play using real-life and imaginary scenarios</p> <p>Participate in a variety of play scenarios alongside others</p>	<p>Initiate real-life and imaginary play scenarios with others</p> <p>Adjust interactions to accommodate others' feelings in a variety of creative play</p>
Collaboration and Teamwork	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to engage in cooperative play and transition between activities and settings</p>	<p>Recognize whether an activity is solo or cooperative</p> <p>Identify the beginning and ending of an activity</p> <p>State which activities are done in various settings</p>	<p>Participate in solo and cooperative activities</p> <p>Interact with others during activities</p> <p>Model expected behaviors when transitioning between activities and settings</p>	<p>Engage in cooperative play by interacting with other people</p> <p>Differentiate behaviors for various activities and settings</p> <p>Perform expected behaviors consistently when transitioning between activities</p>	<p>Initiate and engage in cooperative play with others</p> <p>Adapt to unfamiliar activities and settings by using past knowledge</p> <p>Identify transitions between new or unfamiliar activities by using past knowledge</p>
<p>Students will be able to adapt to situations and make decisions while interacting with others</p>	<p>Identify similarities and differences for many types of people interacted with on a daily basis</p> <p>Identify the different types of relationships between self and others</p>	<p>Evaluate different types of interactions with others, including positive/negative, formal/informal, small/large group, etc</p> <p>Select appropriate behavior based upon different interactions with others</p>	<p>Establish guidelines to identify obstacles when interacting with others</p> <p>Plan solutions to overcome obstacles when interacting with others</p>	<p>Recognize opportunities to generate ideas for how to work with others in new situations</p> <p>Try ideas for interacting with others in new situations</p>



PRE-K PURPOSE

Purpose guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Honesty, Integrity and Responsibility	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to know the difference between a truth and a lie, while practicing truthfulness	Recognize, with guidance, when something is the truth	Describe what it means to tell the truth	Compare the difference between a truth and a lie while practicing truthfulness	Explain why telling truth is important
Students will be able to begin work and follow directions	Understand where to start work Listen to directions	Begin work with guidance Follow directions with guidance	Begin work independently Follow directions	Complete work independently Be an example in following directions

Hard Work and Resilience	Emerging Competence	Approaching Competence	Competent	Extending Competence
With support, students will be able to achieve adult-provided goals	State the actions toward achieving a given goal, with support	Take steps toward achieving a given goal	Complete a given goal, with support	Select the next goal from a list of given goals
Students will be able to develop maintained focus, with support, on tasks requiring more than one attempt and understand that choices matter and have consequences	Identify the purpose of focus Match choices with possible consequences or outcomes	Describe, with support, how focus helps to complete a task and practice attempting a repeated task State examples from their own experience of choices and possible consequences or outcomes	Develop persistence while attempting a repeated task, with support Describe the effects or outcomes of a choice	Demonstrate flexibility and focus while attempting a repeated task with minimum support Explain the relationship between consequences and choices

PRE-K PURPOSE

Lifelong Learning and Personal Growth	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to explore their environments and engage in learning opportunities</p>	<p>Explore familiar environments through guided opportunities for discovery</p>	<p>Explore familiar environments by interacting with other learners during opportunities to develop discovery</p>	<p>Explore familiar and unfamiliar environments by interacting independently during opportunities to display discovery</p>	<p>Explore additional unfamiliar environments by expressing motivation for learning and interacting with other learners during opportunities for discovery</p>
Service	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to, with prompting and support, show kindness through their words and actions as they help and serve in their home and classroom</p>	<p>Recognize examples of kind words and actions with prompting and support</p> <p>Recognize examples of helping and serving in their home and classroom with prompting and support</p>	<p>Plan to show kindness by using words and actions with prompting and support</p> <p>Plan to help and serve in their home and classroom with prompting and support</p>	<p>Show kindness through their words and actions with prompting and support</p> <p>Help and serve in their home and classroom with prompting and support</p>	<p>Encourage others to show kindness through words and actions with prompting and support</p> <p>Invite and encourage others to help and serve in their home and classroom with prompting and support</p>

PRE-K PURPOSE

Respect	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to show self-respect by using self-regulation and promoting self-advocacy through verbal and nonverbal expressions</p>	<p>Identify aspects of self-respect by selecting appropriate expressions for self-advocacy and self-regulation</p>	<p>Recognize and show self-respect through appropriate expressions for self-advocacy and self-regulation</p>	<p>Show self-respect by using self-regulation and promoting self-advocacy through appropriate expressions</p>	<p>Show self-respect and self-advocacy by establishing and demonstrating self-regulation through appropriate expressions</p>
<p>Students will be able to demonstrate the ability to show respect for their diverse community by recognizing and appreciating similarities and differences between themselves and their peers</p>	<p>From a list, select similarities and differences between themselves and their peers to demonstrate the ability to show respect for their diverse community</p>	<p>Recall and state similarities and differences between themselves and their peers to demonstrate the ability to show respect for their diverse community</p>	<p>Recognize and appreciate similarities and differences between themselves and their peers to demonstrate the ability to show respect for their diverse community</p>	<p>Identify why and how similarities and differences between themselves and their peers influence interpersonal skills to demonstrate the ability to show respect for their diverse community</p>



GRADES K-2 MASTERY

Mastery is the ability to demonstrate depth of knowledge and skill proficiency.

Academic Mastery	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>With support, students will be able to retrieve, comprehend and analyze academic content knowledge and skills</p>	<p>Label academic knowledge and skills</p> <p>Show academic knowledge and skills</p> <p>Discern between important and less-important knowledge and skills</p>	<p>State knowledge and skills</p> <p>Describe knowledge and skills</p> <p>Sort specific content knowledge and skills</p>	<p>Recall knowledge and skills</p> <p>Paraphrase knowledge and skills</p> <p>Classify specific content knowledge and skills</p>	<p>Demonstrate knowledge and skills</p> <p>Model academic knowledge and skills</p> <p>Infer ideas based on content knowledge and skills</p>
<p>Students will be able to make observations and use information to prepare for an evidence-based conclusion or solution</p>	<p>Recognize information from a list based on observations to prepare for an evidence-based conclusion or solution</p> <p>Label information to prepare for an evidence-based conclusion or solution</p>	<p>List information from observation to prepare for an evidence-based conclusion or solution</p> <p>State information to prepare for an evidence-based conclusion or solution</p>	<p>Discern information through observations to prepare for an evidence-based conclusion or solution</p> <p>Use information to prepare for an evidence-based conclusion or solution</p>	<p>Categorize information through observations to prepare for an evidence-based conclusion or solution</p> <p>Describe information to prepare for an evidence-based conclusion or solution</p>

K-2 MASTERY

Wellness		Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to explore self-awareness, participate in wellness activities and develop self-advocacy skills to express physical and social-emotional needs appropriately with trusted adults	Physical	List physical needs Recognize the benefits of physical activity	Match physical needs with resources and activities Name trusted adults to express physical needs with	Participate in a wide variety of physical activities to determine interests and strengths Identify physical needs and communicate them with trusted adults	Select physical activities based on interests and strengths Understand how physical health impacts engagement in other activities
	Mental	Identify personal emotions Discuss a variety of coping skills	Notice personal emotions and reactions Recognize when to use coping skills Name the trusted adults that feelings can be shared with	Understand the effects of different emotions and reactions Use coping skills, including speaking with a trusted adult, to respond to emotions	Describe connections between physical, social-emotional health and mental well-being Identify the causes of emotions and express them to a trusted adult
	Social-Emotional	Recognize the benefits of relationships	Describe various types of relationships	Develop relationships that strengthen social-emotional well-being	Initiate social activities that support relationship-building

K-2 MASTERY

Civic, Financial and Economic Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to identify the structure of and roles within a diverse community and will explain how their individual role contributes to the community</p>	<p>Define a community</p> <p>Recognize personal strengths</p>	<p>Compare and contrast the structures of and roles within a diverse community</p> <p>Describe how each participant in a community has a determinant role and how to contribute to the community</p>	<p>Identify the structure of and roles within a diverse community</p> <p>Explain and discuss how individuals' personal strengths contribute to the community</p>	<p>Explain the importance of a classroom community and begin to participate in democratic processes within that community</p> <p>Establish a list of individual roles that would contribute to the classroom community based on personal strengths and enact those roles</p>
<p>Students will be able to identify and assign value to personal assets according to individual wants and needs</p>	<p>Differentiate between a need and a want</p> <p>Select from a list which needs and wants would be the most useful for an individual or community</p>	<p>Identify personal assets according to individual needs and wants</p> <p>Compare and contrast the relative value of individual needs and wants</p>	<p>Evaluate the value of personal strengths based on individual needs and wants</p>	<p>Evaluate peers' lists of strengths in comparison with their own</p> <p>Infer which personal assets would be most valuable and least valuable in a variety of real-world situations</p>

K-2 MASTERY

Digital Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to operate digital devices safely in social and academic settings and understand the appropriate disclosure of personal information</p>	<p>Recognize rules for operating digital devices safely</p> <p>Recognize the concept of personal information</p>	<p>Use rules for operating digital devices safely</p> <p>Identify personal information</p>	<p>Demonstrate rules for operating digital devices safely</p> <p>Identify personal information and know not to share it without supervision</p>	<p>Explain how to operate a digital device safely</p> <p>Discern when and where disclosure of personal information is appropriate with supervision</p>
<p>Students will be able to use digital tools to find information and identify types of sources, develop creative ideas and demonstrate basic technology skills to accomplish educational goals</p>	<p>Use, with support, digital tools to find information</p> <p>Show creativity in a digital setting while learning</p>	<p>Use digital tools to find information and identify types of sources with minimal support</p> <p>Demonstrate creativity while working toward an educational goal</p>	<p>Use digital tools and demonstrate basic technology skills to find information and identify types of sources</p> <p>Develop creative ideas to accomplish an educational goal</p>	<p>Use digital tools and demonstrate technology skills consistently to find information and identify types of sources</p> <p>Generate a variety of creative ideas to complete educational goals</p>



K-2 AUTONOMY

Autonomy is having the self-confidence and motivation to think and act independently.

Communication	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to recognize that the way things are expressed or written affects others	Identify that pictures and written and/or verbal words have meaning	Recognize, with support, how things expressed or written affect others	Recognize and determine that the way things are expressed or written affects others	Describe how expressed ideas affect others and the way others' ideas may affect them
Students will be able to describe and analyze information from others' verbal and/or nonverbal communications, responding appropriately in most settings	Describe others' verbal and/or nonverbal communications, with support	Describe others' verbal and/or nonverbal communications and respond appropriately in familiar settings	Describe and explain information from others' verbal and/or nonverbal communications, responding appropriately in most settings	Describe and explain the reason for others' verbal and/or nonverbal communications, responding appropriately in both familiar and unfamiliar settings

Critical Thinking and Problem Solving	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to find key information, make inferences and form generalizations	Search for and collect information	Separate relevant from non-relevant information	Utilize the relevant information to make inferences and form generalizations	Compare your generalizations with those of others
Students will be able to explain reasons for making a decision based on new learning and real-life experiences	Demonstrate use of previously-known information	Combine newly-learned information with previously-known information to reach a decision	Describe how or why the decision was made	Compare and contrast individual decisions with the decisions of others

K-2 AUTONOMY

Creativity and Innovation	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to use their imaginations, creatively explore new ideas and make original creations</p>	<p>Show interest in exploring new ideas with adult support</p> <p>Reproduce a model with new approaches or materials</p>	<p>Use ideas in new ways in a familiar or teacher-directed activities</p> <p>Categorize existing materials and reject less successful choices to make a product, process or solution</p>	<p>Explore a new idea or question using their imagination</p> <p>Create a product, process, or solution using their imagination</p>	<p>Evaluate creative process and product using a set criteria</p> <p>Extend a new idea to create a product, process or solution through cooperatively integrating others' ideas and perspectives</p>
Collaboration and Teamwork	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to follow group norms while working, playing and completing tasks and projects with peers</p>	<p>Identify on-task and off-task group behavior while working and playing</p> <p>Recognize the procedures to participate in projects alone and with a group</p>	<p>Display expected behavior while working and playing with limited teacher prompting</p> <p>Participate in projects individually and with groups while following procedures with limited prompting</p>	<p>Follow expected group behavior while working and playing</p> <p>Complete projects individually and in groups while following procedures without prompting</p>	<p>Model expected group behavior in different situations when working and playing</p> <p>Demonstrate expected behavior while transitioning into other assignments and projects</p>
<p>Students will be able to promote individual and shared outcomes while engaging in mutual feedback</p>	<p>Recognize the difference between individual and group needs</p> <p>Identify and label how you react to the positive and challenging behaviors of others</p>	<p>Practice meeting both individual and group needs</p> <p>Acknowledge how others react to your behavior in both positive and challenging ways and adjust behaviors to contribute to the team</p>	<p>Promote individual and group needs in a collaborative way</p> <p>Engage in mutual feedback by recognizing how group members' behaviors impact others while meeting the needs of the group</p>	<p>Cooperate in different group settings</p> <p>Evaluate and critique the impact of feedback both individually and in a group</p>



K-2 PURPOSE

Purpose guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Honesty, Integrity and Responsibility	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to make sense of a situation by recalling what did and did not happen and express their emotions appropriately</p>	<p>Observe what happens in a situation</p> <p>Recognize emotions</p>	<p>Recognize what happens in a situation</p> <p>Identify personal emotions and those of others</p>	<p>Make sense of a situation by recalling what did and did not happen</p> <p>Express emotions appropriately</p>	<p>Analyze a situation from a different viewpoint</p> <p>Support others to express emotions appropriately</p>
<p>Students will be able to take ownership for their actions and complete tasks</p>	<p>Recognize with guidance how actions affect others</p> <p>Begin work with guidance on assigned tasks</p>	<p>Recognize how actions affect others</p> <p>Work on assigned tasks</p>	<p>Take ownership for personal actions</p> <p>Complete tasks</p>	<p>Predict how personal actions could affect others</p> <p>Help others complete tasks</p>

K-2 PURPOSE

Hard Work and Resilience	Emerging Competence	Approaching Competence	Competent	Extending Competence
With support, students will be able to set short-term personal and educational goals	Recognize the basic definition/idea of a goal	Identify and sort a generalized list of personal goals and educational goals	Name a current personal and educational goal, developed with adult support	Describe who, what, when and where of a current personal and educational goal, established with adult support
Students will be able to have age-appropriate, consistent educational interests while beginning to develop awareness and control of themselves and their social environments	List educational subjects or topics Identify ways to show self-control	Rank educational subjects or topics in order of preference Practice, with support, showing self-control with others	Describe an educational subject or topic that is interesting to the individual student Demonstrate self-control with others	Describe and provide reasons why an educational subject or topic is interesting to the individual student Recognize and explain a situation where a student displayed self-control with others
Lifelong Learning and Personal Growth	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to understand the purpose of personal improvement through goal-setting to increase knowledge, build decision-making skills and develop values across settings	Express awareness of self-improvement through identifying goals, increasing knowledge, practicing decision-making skills and exploring personal values across familiar environments	Express interest for self-improvement through guided goal setting, increasing knowledge, understanding decision-making skills and exploring personal values across familiar environments	Express the benefit for self-improvement through goal setting, increasing knowledge, improving decision-making skills and establishing personal values across familiar and unfamiliar environments	Apply self-improvement strategies through targeted goal setting, increasing knowledge, strengthening decision-making skills and establishing and reflecting on personal values across familiar and unfamiliar environments

K-2 PURPOSE

Service	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to proactively show kindness through their words and actions as they help and serve in their school and local community</p>	<p>Identify kind words and actions</p> <p>Identify examples of helping and serving in their school and local community</p>	<p>Plan to show kindness through words and actions</p> <p>Plan to help and serve in their school and local community</p>	<p>Choose to show kindness through words and actions</p> <p>Choose to help and serve in their school and local community</p>	<p>Encourage others to show kindness through words and actions</p> <p>Invite and encourage others to help and serve in their school and local community</p>
Respect	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to show self-respect through practicing self-regulation and distinguishing appropriate communication of their needs to self-advocate</p>	<p>Show self-respect by describing self-regulation strategies and appropriately communicating needs through self-advocacy</p>	<p>Show self-respect and self-regulation by differentiating between appropriate types of communication to demonstrate their need to self-advocate</p>	<p>Show self-respect by practicing self-regulation and distinguishing appropriate communication to self-advocate</p>	<p>Explore self-respect by describing the effects of self-regulation together with the key parts of self-advocacy and appropriate communication</p>
<p>Students will be able to demonstrate recognition of and respect for the feelings and ideas of their diverse community members by applying interpersonal skill</p>	<p>Identify the value of interpersonal skills to show respect for the feelings and ideas of their diverse community members</p>	<p>Recognize and describe the importance of interpersonal skills to show respect for the feelings and ideas of their diverse community members</p>	<p>Apply interpersonal skills to show respect for the feelings and ideas of their diverse community members</p>	<p>Infer new generalizations from the application of interpersonal skills to demonstrate recognition of and respect for the feelings and ideas of their diverse community members</p>



GRADES 3-5 MASTERY

Mastery is the ability to demonstrate depth of knowledge and skill proficiency.

Academic Mastery	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to comprehend and infer to analyze academic content knowledge and skills across multiple disciplines</p>	<p>Recall academic knowledge and skills across multiple disciplines</p> <p>Summarize ideas from knowledge and skills across multiple disciplines</p>	<p>Demonstrate academic knowledge and skills across multiple disciplines</p> <p>Compare and contrast ideas from knowledge and skills across multiple disciplines</p>	<p>Describe academic knowledge and skills across multiple disciplines</p> <p>Infer new ideas from knowledge and skills across multiple disciplines</p>	<p>Organize academic knowledge and skills across multiple disciplines</p> <p>Predict new ideas from knowledge and skills across multiple disciplines</p>
<p>Students will be able to organize and select information to reach an evidence-based conclusion or solution</p>	<p>Summarize information to reach an evidence-based conclusion or solution</p> <p>Identify information from a list that could support an evidence-based conclusion or solution</p> <p>Model an evidence-based conclusion or solution</p>	<p>Compare and contrast information to reach an evidence-based conclusion or solution</p> <p>Select information from a list to support an evidence-based conclusion or solution</p> <p>Construct an evidence-based conclusion or solution</p>	<p>Organize information to reach an evidence-based conclusion or solution</p> <p>Select information to support an evidence-based conclusion or solution</p> <p>Establish an evidence-based conclusion or solution</p>	<p>Evaluate information to reach an evidence-based conclusion or solution</p> <p>Use information to support an evidence-based conclusion or solution</p> <p>Defend conclusions or solutions through use of evidence</p>

3-5 MASTERY

Wellness		Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to develop self-awareness, participate in wellness routines and practice self-advocacy skills by asking for help with mental, physical and social-emotional needs from trusted relationships	Physical	<p>Define personal physical health and wellness routines</p> <p>Compare healthy and unhealthy routines and who to turn to discuss physical needs</p>	<p>Identify how physical health can be developed through wellness routines</p> <p>Self-advocate for physical needs by asking for help from a trusted adult</p>	<p>Develop physical health through participation in wellness routines</p> <p>Practice self-advocacy by asking for help with physical needs from a trusted adult</p>	<p>Modify wellness routines to improve physical health</p> <p>Determine which trusted relationships are most applicable to help with personal physical needs</p>
	Mental	<p>Define positive and negative stress and how each feels</p> <p>Compare healthy and unhealthy ways to cope with emotions and minimize stress</p>	<p>Recognize healthy and unhealthy routines for coping with stress and uncomfortable emotions</p> <p>Explore a variety of healthy stress management routines and coping techniques, including self-advocacy to a trusted adult</p>	<p>Practice healthy stress management routines</p> <p>Ask for help from a trusted adult when struggling to cope with stress or other uncomfortable emotions</p>	<p>Reflect on the connections between physical, social-emotional and mental health</p> <p>Understand how to address mental health when it impacts engagement with others and activities</p>
	Social-Emotional	<p>Identify the characteristics of trusted relationships</p> <p>Explore social-emotional needs and routines</p>	<p>Compare a trusted relationship and a non-trusted relationship</p> <p>Identify supports for social-emotional needs</p> <p>Connect a social-emotional routine to needs</p>	<p>Develop trusted relationships</p> <p>Ask for help with social-emotional needs</p> <p>Incorporate social-emotional routines</p>	<p>Reflect on trusted relationships and explore relationship boundary-setting</p> <p>Utilize help and continue asking for help around social-emotional needs</p> <p>Maintain social-emotional routines consistently</p>

3-5 MASTERY

Civic, Financial and Economic Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to develop societal awareness at the local, state and national level by expanding participation in diverse civic activities</p>	<p>Identify societal systems at local, state and national level</p> <p>Recognize civic engagement opportunities</p>	<p>Describe societal systems at local, state or national levels</p> <p>Explore ways to personally participate in diverse civic activities</p>	<p>Investigate and explain the relationship between the individual and societal systems at the local, state and national level</p> <p>Analyze opportunities and participate in diverse civic activities at the local, state or national level</p>	<p>Take a position on the impact of the individual and societal systems at the local, state or national level</p> <p>Reflect on their role in acting and participating in civic activities</p>
<p>Students will be able to justify wants and needs by evaluating the relationship between earning, saving and spending</p>	<p>Differentiate between needs and wants, as well as earning, saving and spending</p>	<p>Determine whether an asset is a need or a want by drawing connections between earning, saving and spending</p>	<p>Justify wants and needs by evaluating the relationship between earning, saving and spending</p>	<p>Critique the pressures that promote wants as needs</p> <p>Evaluate opportunities that come from budgeting, saving, earning and spending</p>

3-5 MASTERY

Digital Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to describe and model digital safety practices and respect the rights of others in social and academic settings</p>	<p>Recognize digital safety practices</p> <p>Identify ways to respect the rights of others in social and academic settings</p>	<p>Explain digital safety practices</p> <p>Demonstrate, with support, how to respect the rights of others in social and academic settings</p>	<p>Depict and model digital safety practices</p> <p>Describe and model how actions online can impact others and themselves in social and academic settings</p>	<p>Compare and contrast digital safety practices</p> <p>Adapt to changing social and academic settings while respecting the rights of others</p>
<p>Students will be able to identify credible digital sources, operate technology to organize and present information, create evidence of learning and communicate and collaborate to meet the needs of their audience</p>	<p>Choose the credible teacher-provided source with scaffolding</p> <p>Find information to present using technology</p> <p>Recognize appropriate communication and collaboration</p>	<p>Distinguish credibility between teacher-provided sources</p> <p>Collect information to demonstrate evidence of learning using technology</p> <p>Demonstrate appropriate communication and collaboration</p>	<p>Identify credible digital sources</p> <p>Organize and present information to show evidence of learning using technology</p> <p>Communicate and collaborate to meet the needs of a target audience</p>	<p>Discriminate the credibility of various digital sources</p> <p>Justify learning using technology to organize and present information</p> <p>Adapt appropriate communication and collaboration to meet the needs of a variety of audiences</p>



3-5 AUTONOMY

Autonomy is having the self-confidence and motivation to think and act independently.

Communication	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to differentiate and share specific information appropriate to the environment and/or audience	<p>Describe the difference between general and specific communication</p> <p>Experiment with different types of communication methods (written, oral, digital, picture symbols, etc.) to learn features of them</p>	<p>Decide what kind of information should and should not be shared with audience</p> <p>Identify the benefits of different communication methods</p>	<p>Distinguish the needs of the audience and/or environment to present information</p> <p>Determine the correct method of communication for the audience/environment</p>	<p>Adjust the delivery and method of communication as the needs of the audience fluctuate</p> <p>Demonstrate awareness when engaging with people from other cultures</p>
Students will be able to integrate meaning from other's verbal and/or nonverbal communication by responding purposefully within a given context	Identify the meanings of others' communication and respond	Evaluate meaning from others' verbal and/or nonverbal communication and respond purposefully	Integrate meaning from others' verbal and/or nonverbal communication by responding purposefully within a given context	Generate and explain meaning from others' verbal and/or nonverbal communication and respond purposefully within a given context

3-5 AUTONOMY

Critical Thinking and Problem Solving	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to evaluate the relevance and importance of key information presented from a variety of reliable sources to justify solutions and claims</p>	<p>Find information from provided sources</p> <p>List useful ideas</p> <p>Generate a partial solution</p>	<p>Select important information from provided sources</p> <p>Choose ideas from one source</p> <p>Generate a solution</p>	<p>Prioritize the importance of information</p> <p>Combine ideas from two reliable resources</p> <p>Generate a solution</p>	<p>Prioritize the relevance and importance of key information</p> <p>Combine ideas from three or more reliable resources</p> <p>Generate two or more solutions</p>
<p>Students will be able to consider multiple sides of an issue, seek alternative solutions and make decisions based on new learning</p>	<p>Identify more than one side of an issue</p> <p>Generate steps towards a solution</p>	<p>Describe more than one side of an issue</p> <p>Organize ideas to find a solution using prior knowledge or learned information</p>	<p>Organize multiple ideas and perspectives of an issue</p> <p>Utilize new and learned information to make decisions and find multiple solutions</p>	<p>Evaluate multiple perspectives of an issue to justify solutions</p> <p>Make decisions based on new learning</p>

3-5 AUTONOMY

Creativity and Innovation	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to identify a need and brainstorm ideas within a group to design unique solutions and artistic expressions</p>	<p>Participate in discussions to identify needs or ideas</p> <p>Explore product, process or solution and considers novel approaches independently or collaboratively</p> <p>Recognize and contributes individual interests and strengths to design and develop an artistic expression or a solution</p>	<p>Identify a need or idea independently or collaboratively</p> <p>Recognize that there are different perspectives when identifying needs and ideas for designing a product, process or solution</p> <p>Recognize individual strengths, artistic expression and potential contributions to the project independently</p>	<p>Integrate others' ideas and perspectives to collaboratively identify a need or unique idea</p> <p>Integrate others' ideas and perspectives to collaboratively design a product, process or solution</p> <p>Contribute individual interests and strengths to design and develop a unique artistic expression or a solution</p>	<p>Initiate and seek input and information from a variety of sources to identify a need or unique idea</p> <p>Predict consequences of varying approaches while investigating a product, process or solution</p> <p>Evaluate results and adjust the design process for varying artistic expressions or solutions</p>

3-5 AUTONOMY

Collaboration and Teamwork	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to contribute to the development of group norms, build on the ideas of others and encourage equitable participation when working in a collaborative group</p>	<p>Participate in established group expectations</p> <p>Add own ideas to group activities</p> <p>Listen to the contributions of others in a group</p>	<p>Evaluate group expectations</p> <p>Revise individual ideas to align with group expectations and activities</p> <p>Participate in the group while collaborating with others</p>	<p>Contribute to the development of group expectations</p> <p>Build on the ideas of others when working within a group</p> <p>Encourage equitable participation when working in a collaborative group</p>	<p>Develop a strategy to ensure equitable collaboration when establishing group expectations</p> <p>Expand upon and adapt personal contribution to generate new ideas for the group</p> <p>Recognize and resolve obstacles to ensure equitable participation within the collaborative group</p>
<p>Students will be able to take on a given role, encourage others to complete necessary goals and apply problem-solving practices for high-level outcomes</p>	<p>Explore different roles within a group and recognize the functions of each role</p> <p>Discuss possible solutions to problems that may arise when working with others</p>	<p>Understand various roles within a group and take on a given role to reach group goals</p> <p>Practice probable solutions to specific challenges that arise while working collaboratively with others</p>	<p>Determine individual roles while encouraging each other to complete group goals</p> <p>Utilize problem-solving practices to achieve positive outcomes while working collaboratively with others</p>	<p>Recognize obstacles and adapt group roles and strategies to overcome obstacles and achieve group goals</p> <p>Investigate problem-solving practices and solutions to determine the best course of action for achieving successful outcomes while working with others</p>



3-5 PURPOSE

Purpose guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Honesty, Integrity and Responsibility	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to assess a situation, apply empathy and articulate how their choices have positive and negative outcomes</p>	<p>Describe a situation</p> <p>Understand empathy</p> <p>Explain the impact of a choice</p>	<p>Summarize key details of a situation</p> <p>Recognize how to use empathy</p> <p>Describe possible outcomes of choices</p>	<p>Assess a situation</p> <p>Apply empathy</p> <p>Articulate how choices have positive and negative outcomes</p>	<p>Predict appropriate ways to respond to a situation</p> <p>Investigate ways to show empathy</p> <p>Reflect on choices and determine ways to avoid negative outcomes</p>
<p>Students will be able to identify the action steps needed to complete commitments, meet responsibilities and contribute productively to a group</p>	<p>Recognize beginning steps needed to complete commitments</p> <p>Describe responsibilities</p> <p>Recognize the various roles in the group</p>	<p>Follow suggested action steps needed to complete commitments</p> <p>Work to fulfill responsibilities</p> <p>Practice assigned role with guidance</p>	<p>Identify and create action steps needed to complete commitments</p> <p>Meet responsibilities</p> <p>Contribute productively to a group</p>	<p>Evaluate and adjust action steps throughout the process to complete commitments</p> <p>Exceed responsibilities and expectations by helping others</p> <p>Reflect on contribution to the group and adjust as needed</p>

3-5 PURPOSE

Hard Work and Resilience	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to set and achieve short and long-term educational and personal goals, with prompting	Identify personal and educational goals, with prompting	Describe short- and long-term educational and personal goals, with prompting	Make and complete short- and long-term educational and personal goals, with prompting	Develop and complete short- and long-term educational and personal goals and reflect on the outcomes
Students will be able to understand that the learning process is increasingly challenging, requiring consistent interest and persistent effort through developing self-control and intrinsic motivation	<p>Recognize that the learning process becomes increasingly challenging and will require consistent interest and persistent effort</p> <p>Identify what self-control and intrinsic motivation look like</p>	<p>Describe how the learning process is increasingly challenging while explaining how consistent interest and persistent effort leads to success</p> <p>State how self-control and intrinsic motivation lead to success</p>	<p>Describe how the learning process is increasingly challenging and represent how consistent interest and persistent effort leads to success</p> <p>Demonstrate self-control and intrinsic motivation to complete tasks</p>	<p>Differentiate between simpler and more challenging tasks while recognizing that consistent interest and persistent effort can be called productive struggle</p> <p>Model self-control and intrinsic motivation to ensure tasks are done on time and successfully</p>
Lifelong Learning and Personal Growth	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to experience personal growth through self-direction and goal-setting to apply knowledge, skills and values to inform ideas and actions across settings	Experience personal growth by recognizing available opportunities and applying goals, knowledge, skills and values to establish ideas and behaviors across familiar settings	Experience personal growth by choosing to participate in available opportunities and applying goals, knowledge, skills and values to inform ideas and behaviors across a variety of familiar settings	Experience personal growth by sharing reasons for participating in available opportunities and applying goals, knowledge, skills and values to inform ideas and behavior across familiar and unfamiliar settings	Experience personal growth by adjusting decisions to participate in available opportunities and predict the application of goals, knowledge, skills and values to direct ideas and behaviors across familiar and unfamiliar settings

3-5 PURPOSE

Service	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to proactively show compassion by identifying, with support, informal service opportunities where assistance is needed	Develop compassion by describing, with support, informal service opportunities where assistance is needed	Develop compassion by providing examples, with support, of informal service opportunities where assistance is needed	Choose to show compassion by identifying, with support, informal service opportunities where assistance is needed	Choose to show compassion by selecting informal service opportunities where assistance is needed
Students will be able to participate in their communities by addressing identified needs and serving without expecting compensation (e.g., money or treats)	List and describe needs in their community	Plan to address identified needs in their community without expecting compensation	Address identified needs and serve in their community without expecting compensation	Invite and encourage others to address identified needs through service in their community without expecting compensation
Respect	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to show self-respect by understanding and communicating their cultures, traditions, values, privileges and needs to their diverse community members	Show self-respect by recognizing their cultures, traditions, values, privileges and needs to their diverse community members	Show self-respect by describing their cultures, traditions, values, privileges and needs to their diverse community members	Show self-respect by understanding and communicating cultures, traditions, values, privileges and needs to their diverse community members	Show self-respect by discerning and appreciating their cultures, traditions, values, privileges and needs to share with their diverse community members
Students will be able to demonstrate the ability to show respect through collaborating with their diverse community members to understand, recognize and appreciate diverse cultures, traditions, values, privileges, needs and life experiences	Recognize diverse cultures, traditions, values, privileges, needs and life experiences to show respect through collaboration with diverse community members	Recognize and understand diverse cultures, traditions, values, privileges, needs and life experiences to show respect through collaboration with diverse community members	Recognize, understand and appreciate diverse cultures, traditions, values, privileges, needs and life experiences to show respect through collaboration with diverse community members	Recognize, understand, appreciate and promote diverse cultures, traditions, values, privileges, needs and life experiences to show respect through collaboration with diverse community members



GRADES 6-8 MASTERY

Mastery is the ability to demonstrate depth of knowledge and skill proficiency.

Academic Mastery	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to analyze, adapt and apply academic content knowledge, skills and dispositions across multiple disciplines in teacher-driven contexts</p>	<p>Represent academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Describe relationships between familiar and new academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Identify potential uses for academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p>	<p>Organize academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Compare and contrast relationships between familiar and new academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Differentiate appropriate uses for academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p>	<p>Analyze academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Adapt familiar academic content knowledge, skills and dispositions to accommodate new learning across multiple disciplines within teacher-driven contexts</p> <p>Apply academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p>	<p>Establish conclusions and elaborate upon implications of acquired academic content, knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Think through the implications of relationships between academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p> <p>Generate uses for academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts</p>
<p>Students will be able to evaluate, organize and differentiate information to reach an evidence-based conclusion or solution</p>	<p>Sort, diagram and describe information to be used to arrive at an evidence-based conclusion or solution</p> <p>Identify a conclusion or solution based on evidence</p>	<p>Classify, categorize and discern information to be used to arrive at an evidence-based conclusion or solution</p> <p>Infer a conclusion or solution based on evidence</p>	<p>Evaluate, organize and differentiate information to be used to arrive at evidence-based conclusions or solutions</p> <p>Argue for a conclusion or solution based on evidence</p>	<p>Judge, critique and organize information to be used to arrive at evidence-based conclusions or solutions</p> <p>Defend a conclusion or solution based on evidence</p>

6-8 MASTERY

Wellness		Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to practice self-awareness and self-advocacy, set goals and build routines towards balance through mental, physical and social-emotional wellness	Physical	<p>Identify physical health needs</p> <p>Explore accessible resources to help support physical health</p>	<p>Prioritize physical health needs</p> <p>Explore different support avenues to advocate for physical health</p> <p>Review a variety of example goals for physical health</p>	<p>Set goals and build routines to meet physical health needs and work towards balance</p> <p>Practice identifying obstacles to learn how to overcome them and achieve goals</p> <p>Advocate appropriately for the supports needed to meet physical goals</p>	Evaluate physical health accomplishments when goal-setting and reflect on the balance between mental and social-emotional health
	Mental	<p>Define mental health needs</p> <p>Explore accessible mental health resources and supports</p>	<p>Prioritize mental health needs and potential goals and routines</p> <p>Identify available resources that are most applicable to support personal needs</p> <p>Explore different ways to advocate for mental health supports needed</p>	<p>Set goals and build routines to address mental health needs</p> <p>Identify obstacles and how to overcome them to achieve those goals</p> <p>Advocate appropriately for the supports needed to meet mental health goals</p>	Evaluate mental health accomplishments when goal-setting and reflect on the balance between physical and social-emotional health
	Social-Emotional	<p>Identify characteristics of positive, healthy relationships</p> <p>Discuss social-emotional wellness routines and goals</p>	<p>Understand social-emotional balance and identify positive, healthy relationships</p> <p>Begin to practice social-emotional wellness routines and goals</p>	<p>Establish positive, healthy relationships</p> <p>Implement social-emotional wellness routines and goals</p>	Foster positive, healthy relationships by establishing boundaries and building consistency in social-emotional wellness routines and goals

6-8 MASTERY

Civic, Financial and Economic Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to understand and evaluate the role of government and economy as it relates to citizen rights and responsibilities</p>	<p>Identify different types and roles of governments and economies</p> <p>Summarize citizen rights and responsibilities</p>	<p>Distinguish the roles of governments and economies as it relates to citizen rights and responsibilities</p>	<p>Evaluate and critique the role of our government and economy as it relates to citizen rights and responsibilities</p>	<p>Exercise citizen rights and responsibilities with appropriate and informed actions</p> <p>Justify the role of our government and economy and predict the impact as it relates to citizen rights and responsibilities</p>
<p>Students will be able to prioritize wants and needs by allocating time, resources and assets</p>	<p>Classify wants and needs</p> <p>Measure and compare the cost of time, resources and assets</p>	<p>Differentiate pros and cons of wants and needs</p> <p>Establish conclusions regarding the cost of time, resources and assets</p>	<p>Prioritize wants and needs by allocating time, resources and assets</p>	<p>Predict and evaluate the outcome of prioritization of wants and needs</p>

6-8 MASTERY

Digital Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to use technology safely, legally and ethically, and to explain the rights, responsibilities and opportunities of participating in the digital world</p>	<p>Recognize rights and responsibilities of participating in the digital world</p> <p>Use, with support, technology safely, legally and ethically</p>	<p>Summarize the rights and responsibilities of participating in the digital world</p> <p>Demonstrate using technology safely, legally and ethically</p>	<p>Explain the rights, responsibilities and opportunities of participating in the digital world</p> <p>Apply rules for using technology safely, legally and ethically</p>	<p>Evaluate how different practices impact the rights, responsibilities and opportunities of participating in the digital world</p> <p>Model rules for using technology safely, legally and ethically</p>
<p>Students will be able to critically analyze digital sources, use technology to create and communicate with a variety of audiences and collaborate for education and other projects while using digital tools</p>	<p>Recognize rights and responsibilities of participating in the digital world</p> <p>Use, with support, technology safely, legally and ethically</p>	<p>Evaluate credibility of digital sources with minimal support</p> <p>Use appropriate technology to complete a task with minimal support</p> <p>Use digital tools to communicate and collaborate for educational purposes with minimal support</p>	<p>Critically analyze the credibility of digital sources</p> <p>Use technology to create and accomplish a goal</p> <p>Communicate with a variety of audiences</p> <p>Collaborate for education and other projects using digital tools</p>	<p>Defend the credibility of digital sources</p> <p>Utilize technology consistently to create and accomplish goals</p> <p>Initiate communication with a variety of audiences</p> <p>Lead collaboration for education and other projects using digital tools</p>



6-8 AUTONOMY

Autonomy is having the self-confidence and motivation to think and act independently.

Communication	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to organize and express purposeful information in a modality appropriate to the environment and audience	Describe and organize information in different formats	Describe information and relationships between pieces of information in different formats to an audience	Organize and express purposeful information appropriate to the environment and audience	Organize and express purposeful information appropriate to the environment and audience while revising thinking based on audience feedback
Students will be able to interpret meaning from others' communications and respond effectively within different contexts	Distinguish between communicated ideas Sort through communicated ideas to process their own thinking	Identify categories of information from communicated ideas Process communicated ideas to construct a purposeful response	Interpret meaning from others' communications Respond effectively within different contexts	Draw conclusions and predict outcomes based on other's communication Use their own conclusions and predictions to form an arguable stance

6-8 AUTONOMY

Critical Thinking and Problem Solving	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to analyze and select key information and data from a variety of reliable sources to solve problems in a variety of situations across contexts</p>	<p>Identify key components of a problem</p> <p>Generate viable solutions to a problem</p> <p>List information from credible sources</p>	<p>Understand and demonstrate key components of a simple problem</p> <p>Choose viable solution(s)</p> <p>Use credible sources</p>	<p>Assess all components of a complex problem</p> <p>Justify viable solution(s)</p> <p>Cite evidence from multiple sources</p>	<p>Investigate multiple perspectives from credible resources</p> <p>Determine how solutions are applied to multiple scenarios based on new ideas, and thoughts</p> <p>Select most relevant evidence to formulate an optimal solution</p>
<p>Students will be able to critique issues, identify constraints and barriers and evaluate multiple perspectives to make and defend judgments and actions</p>	<p>Use concrete statements to describe key elements of an issue</p> <p>Make a judgement</p> <p>List obstacles</p>	<p>Ask questions to understand elements of an issue</p> <p>Develop a credible judgment</p> <p>Categorize obstacles and determine an action plan</p>	<p>Reflect and generate additional questions based on self- and/or group-evaluation</p> <p>Identify obstacles from multiple perspectives</p> <p>Defend judgements and actions</p>	<p>Evaluate self and group perspectives</p> <p>Examine biases to predict obstacles</p> <p>Explain credible judgements and actions from various points of view</p>

6-8 AUTONOMY

Creativity and Innovation	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to think abstractly in creative and artistic endeavors while recognizing their own strengths and the divergent contributions of other group members</p>	<p>Discern essential from non-essential concepts to determine those that are real but not directly tied to a concrete object using a predetermined framework</p> <p>Participate in a collaborative group with limited determination of roles or strengths using a predetermined framework</p>	<p>Discern essential from non-essential concepts to determine those that are real but not directly tied to a concrete object</p> <p>Participate in a collaborative group with limited determination of roles or strengths independently</p>	<p>Determine creative or artistic concepts that are real but not directly tied to a concrete object</p> <p>Integrate personal creative or artistic strengths with others to support a collaborative team</p>	<p>Generate creative or artistic concepts that are more abstract than concrete</p> <p>Model various roles within the group and leverages strengths of others</p>

Collaboration and Teamwork	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to create appropriate group norms by preparing in advance for effective collaboration and engage by taking ownership of their individual responsibilities for a given role</p>	<p>Evaluate ideas for group norms in advance of collaboration</p> <p>Perform individual responsibilities in a collaborative group</p>	<p>Elaborate upon the ideas of others for group norms in advance of collaboration</p> <p>Critique actions to meet needs of individual responsibilities for a collaborative role</p>	<p>Establish appropriate group norms in advance of collaboration</p> <p>Enhance individual engagement by predicting how to meet the needs of that individual role</p>	<p>Generate new ideas for group norms in various settings</p> <p>Engage by taking ownership of individual responsibilities and supporting others in their roles</p>
<p>Students will be able to negotiate problem-solving practices through the solicitation of team members' perspectives and lead when appropriate to accomplish shared group goals</p>	<p>Establish possible solutions when negotiating a problem</p> <p>Participate within a team to accomplish shared goals</p>	<p>Predict solutions and come to a consensus to negotiate problem-solving when working as a team</p> <p>Collaborate with team members to create shared goals</p>	<p>Solve problems by using team members' perspectives to reach an agreement</p> <p>Lead team when appropriate to accomplish and create shared group goals</p>	<p>Develop solutions to multiple problems when leading a team</p> <p>Facilitate the development of group goals with the intention to include diverse perspectives when negotiating solutions to multiple problems</p>



6-8 PURPOSE

Purpose guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Honesty, Integrity and Responsibility	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to recognize and acknowledge that their choices have intended and unintended outcomes now and in the future</p>	<p>Recognize how to use empathy</p> <p>Describe possible outcomes of choices</p>	<p>Apply empathy</p> <p>Acknowledge that choices have intended and unintended outcomes</p>	<p>Investigate alternative ways to show empathy</p> <p>Recognize and acknowledge choices have intended and unintended outcomes now and in the future</p>	<p>Display empathy while making decisions</p> <p>Determine the best choices based on possible outcomes</p>
<p>Students will be able to be proactive, organized and accountable in order to complete responsibilities, in addition to making contributions that positively impact their peers</p>	<p>Complete responsibilities</p> <p>Understand that contributions will impact peers</p>	<p>Evaluate the best way to complete responsibilities</p> <p>Predict how contributions will impact peers</p>	<p>Be proactive, organized and accountable when completing responsibilities</p> <p>Make contributions that positively impact peers</p>	<p>Predict implications of completed responsibilities</p> <p>Invite others to positively impact peers</p>

6-8 PURPOSE

Hard Work and Resilience	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to design and implement educational and personal goals as well as begin to monitor and adjust with minimal prompting while beginning to explore occupational goals</p>	<p>List educational and personal goals</p> <p>Identify ways goals could be measured, with minimal prompting</p>	<p>Establish criteria for educational and personal goals with measurable outcomes while reflecting on long-term ideas for their future</p> <p>Adapt the goals on personal reflection, recognize possible obstacles</p>	<p>Develop educational and personal goals with measurable outcomes and begin to explore occupational goals</p> <p>Monitor and edit the goals with minimal prompting</p>	<p>Design educational, personal and occupational goals with measurable outcomes which reflect long-term ideas for their future</p> <p>Evaluate and adapt the goals, recognizing possible obstacles</p>
<p>Students will be able to engage in “productive struggle” while continuing to understand and apply consistent interest, persistent effort and self-efficacy as they explore their boundaries and motivations within their environment</p>	<p>Identify what productive struggle is and explain ways in which consistent interest, persistent effort and self-efficacy lead to success</p> <p>Describe what boundaries look like and how they might differ between environments</p>	<p>Describe examples in which productive struggle takes place with consistent interest, persistent effort and self-efficacy</p> <p>Distinguish their boundaries and motivations within their environment</p>	<p>Demonstrate productive struggle with consistent interest, persistent effort and self-efficacy</p> <p>Investigate their boundaries and motivations within their environment</p>	<p>Develop experience in “productive struggle” while establishing consistent interest, persistent effort and self-efficacy</p> <p>Think through the implications of personal boundaries and defend your choices of where your boundaries lie</p>
Lifelong Learning and Personal Growth	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to develop personal growth through self-direction and goal-setting to utilize knowledge, skills and values to influence ideas and actions across settings</p>	<p>Develop personal growth by recognizing goals, knowledge, skills and values to influence ideas and actions across familiar settings</p>	<p>Develop personal growth by constructing goals, knowledge, skills and values to influence ideas and actions across familiar settings</p>	<p>Develop personal growth by utilizing goals, knowledge, skills and values to influence ideas and actions across familiar settings</p>	<p>Develop personal growth by integrating goals, knowledge, skills and values to impact ideas and actions across familiar and unfamiliar settings</p>

6-8 PURPOSE

Service	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to show empathy by selecting informal or identified formal service opportunities where assistance is needed</p>	<p>Develop empathy by identifying informal or formal service opportunities where assistance is needed</p>	<p>Develop empathy by prioritizing identified informal or formal service opportunities where assistance is needed</p>	<p>Show empathy by selecting informal or identified formal service opportunities where assistance is needed</p>	<p>Show empathy by guiding others to select formal or informal service opportunities</p>
<p>Students will be able to play a role in their communities by addressing selected needs and serving without expecting compensation or formal recognition</p>	<p>Identify needs and consider opportunities to serve in their community</p>	<p>Prioritize needs and plan to serve in their community without expecting compensation</p>	<p>Address selected needs and serve in their community without expecting compensation or formal recognition</p>	<p>Collaborate with others to plan and execute service in their community without expecting compensation or recognition</p>

6-8 PURPOSE

Respect	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to model self-respect by understanding and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Model self-respect by describing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Model self-respect by stating and demonstrating the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Model self-respect by understanding and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Model self-respect by defending a position for appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>
<p>Students will be able to model respect by utilizing supported adaptive strategies and interpersonal skills to recognize, understand, support and protect the rights associated with each member of their diverse community</p>	<p>Recognize the rights associated with each member of their diverse community by modeling respect and utilizing supported adaptive strategies and interpersonal skills</p>	<p>Recognize and understand the rights associated with each member of their diverse community through modeling respect by utilizing supported adaptive strategies and interpersonal skills</p>	<p>Recognize, understand, support and protect the rights associated with each member of their diverse community through modeling respect by utilizing supported adaptive strategies and interpersonal skills</p>	<p>Explain the need to support and protect the rights associated with each member of their diverse community through modeling respect by utilizing supported adaptive strategies and interpersonal skills</p>



GRADES 9-12 MASTERY

Mastery is the ability to demonstrate depth of knowledge and skill proficiency.

Academic Mastery	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to analyze, synthesize and transfer academic content knowledge, skills and dispositions independently across multiple disciplines and contexts</p>	<p>Represent content knowledge, skills and dispositions across multiple disciplines</p> <p>Depict and connect academic knowledge, skills and dispositions across contexts</p> <p>Identify connections in academic knowledge, skills and dispositions across contexts</p>	<p>Organize content knowledge, skills and dispositions across multiple disciplines</p> <p>Compare and contrast academic knowledge, skills and dispositions and across contexts</p> <p>Connect and Integrate academic knowledge, skills and dispositions across contexts</p>	<p>Analyze content knowledge, skills and dispositions independently across multiple disciplines</p> <p>Synthesize academic knowledge, skills and dispositions independently across contexts</p> <p>Transfer academic knowledge, skills and dispositions independently across contexts</p>	<p>Establish conclusions and elaborate upon implications of acquired content knowledge, skills and dispositions independently across multiple disciplines</p> <p>Defend arguments using academic knowledge, skills and dispositions independently within and across contexts</p> <p>Generate arguments using academic knowledge, skills and dispositions independently across contexts</p>
<p>Students will be able to curate information to arrive at an evidence-based conclusion or solution</p>	<p>Categorize information by summarizing sources in order to arrive at evidence-based conclusions or solutions</p> <p>Revise conclusions or solutions based on evidence</p>	<p>Classify information by distinguishing sources to be used to arrive at evidence-based conclusions or solutions</p> <p>Establish evidence-based conclusions or solutions</p>	<p>Curate information by selecting and organizing sources to be used to arrive at evidence-based conclusions or solutions</p> <p>Decide on an evidence-based conclusion or solution</p>	<p>Deduce information by critiquing sources to be used to arrive at evidence-based conclusions or solutions</p> <p>Experiment on evidence-based conclusions or solutions</p>

9-12 MASTERY

Wellness		Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to apply self-awareness to assess and monitor needs, set goals and routines and self-advocate for the supports they need to develop balance through mental, physical and social-emotional wellness	Physical	Recognize physical needs and strategies to address them	Prioritize strategies to work toward goal-setting and routines that effectively address physical needs	Implement strategies to develop goals and routines that effectively address physical needs	Adapt strategies, goals and routines based on personal reflection so physical needs are addressed
	Mental	Recognize healthy and unhealthy routines for coping with stress and uncomfortable emotions Explore a variety of healthy stress management routines and coping techniques, including advocating for needs with someone trusted	Prioritize mental health needs by setting goals and implementing strategies that are most effective for strengthening mental health Engage with appropriate resources and positive relationships	Apply strategies to develop routines and meet goals while monitoring changing mental health needs Act promptly when in need or treated unfairly by seeking out the most appropriate resources, including relationships	Revise routines so that they effectively address mental health needs and help develop balance with physical and social-emotional wellness Seek out new resources, including relationships, as they become available or as needs arise
	Social-Emotional	Research wellness strategies to cultivate personal growth and positive, healthy relationships	Employ wellness strategies to cultivate personal growth and set goals that prioritize positive, healthy relationships	Refine wellness strategies by working toward goals that provide balance and cultivate personal growth and continue positive, healthy relationships	Reflect on wellness strategies by creating and accomplishing new goals to cultivate personal growth, balance and positive, healthy relationships

9-12 MASTERY

Civic, Financial and Economic Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to use their knowledge of government and economic systems to defend civic choices and analyze and evaluate options</p>	<p>Identify government and economic systems</p> <p>Explain civic choices</p>	<p>Compare and contrast different types of government and economic systems</p> <p>Draw conclusions about civic options</p>	<p>Use knowledge of government and economic systems to analyze and evaluate civic choices</p> <p>Defend civic and economic choices</p>	<p>Apply knowledge of civic choices with appropriate and informed action</p> <p>Reflect on and adapt civic choices based on community implications</p>
<p>Students will be able to develop sustainable plans based on financial priorities using saving strategies and asset management skills</p>	<p>Identify financial priorities, saving strategies and asset management skills</p> <p>Describe key elements of a sustainable financial plan</p>	<p>Critique financial priorities and asset management skills</p> <p>Compare and contrast elements of sustainable and non-sustainable financial plans</p>	<p>Establish financial priorities using saving strategies and asset management</p> <p>Develop a sustainable financial plan</p>	<p>Reflect on and adapt financial priorities, saving strategies and asset management choices</p> <p>Set goals and make decisions to apply a sustainable financial plan for long-term financial stability</p>

9-12 MASTERY

Digital Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to engage with people and ideas using technology safely, ethically and responsibly	Identify safe and ethical practices for using technology and engaging with others	Decide how to safely, ethically and responsibly engage with technology and ideas	Justify what is safe, ethical and responsible use of technology when engaging with people and ideas	Defend their choices for using technology safely, ethically and responsibly
Students will be able to investigate and evaluate digital sources, leverage appropriate technology to create innovative solutions and effectively communicate and collaborate while in social, academic and professional settings	<p>Select and use digital sources</p> <p>Identify and use appropriate technology to complete a task</p> <p>Communicate and collaborate, with support, in social and academic settings</p>	<p>Collect and compare digital sources</p> <p>Select and use appropriate technology to create original works</p> <p>Communicate and collaborate appropriately in social and academic settings with minimal support</p>	<p>Investigate and evaluate digital sources</p> <p>Leverage appropriate use of technology to create innovative solutions</p> <p>Communicate and collaborate effectively while in social, academic and professional settings</p>	<p>Investigate, analyze and organize digital sources</p> <p>Justify the use of appropriate technology to create innovative solutions</p> <p>Initiate communication with a variety of audiences</p> <p>Lead collaboration in social, academic and professional settings</p>



9-12 AUTONOMY

Autonomy is having the self-confidence and motivation to think and act independently.

Communication	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to develop and initiate communication through a variety of modalities appropriate for different environments and audiences</p>	<p>Specify communications that are appropriate to a designated environment and audience</p>	<p>Adapt communication modalities to fit the needs of the audience and environment</p>	<p>Develop and initiate communication through a variety of styles appropriate for different environments and audiences</p>	<p>Investigate different forms of communication, such as formal versus informal, to resolve and overcome obstacles for various audiences and environments</p>
<p>Students will be able to interpret meaning from others' communications, adapt their responses and apply understanding in relevant contexts</p>	<p>Discern meaning from others' communications</p> <p>Distinguish appropriate responses based on their understanding of the specific context</p>	<p>Classify meaning from others' communications</p> <p>Adapt their responses appropriately to relevant contexts</p>	<p>Interpret meaning from others' communications</p> <p>Adapt their responses and apply understanding in relevant contexts</p>	<p>Think through implications of meanings from others communications</p> <p>Develop responses to properly apply and clearly communicate in different contexts</p>

9-12 AUTONOMY

Critical Thinking and Problem Solving	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to analyze and synthesize multiple perspectives of an issue to solve problems and be able to cite valid, reliable data and evidence that apply in a variety of situations across contexts</p>	<p>Acknowledge problems can have multiple perspectives</p> <p>Identify sources and resources to gather information and ideas</p> <p>Demonstrate how to find evidence</p>	<p>Identify multiple perspectives of an identified problem</p> <p>Collect information and ideas on potential solutions</p> <p>Gather sources of evidence and identify valid resources</p>	<p>Analyze multiple perspectives to solve a problem</p> <p>Synthesize ideas to solve a problem</p> <p>Cite evidence from multiple valid and reliable sources to solve a problem</p>	<p>Establish the most viable conclusions and solutions</p> <p>Implement ideas to realize solutions</p> <p>Integrate and document resources and knowledge to execute solutions</p>
<p>Students will be able to evaluate and defend their thinking, adjust their ideas based on new learning and create viable solutions to complex problems in unique and evolving situations</p>	<p>Identify ideas of self and others</p> <p>Demonstrate awareness of personal ideas and ideas of others</p> <p>Create a solution to a problem using information from credible sources</p>	<p>Establish ideas based on current thinking and points of view</p> <p>Formulate ideas of self and others</p> <p>Understand and demonstrate key components of a problem to generate a viable solution from a credible resource</p>	<p>Evaluate and defend thinking by describing the facts behind their point of view</p> <p>Develop questions that expand former thinking</p> <p>Elaborate about reasonable solutions</p>	<p>Explain the process of evaluating and defending ideas and perspectives</p> <p>Expand thoughts to infer new generalization of ideas</p> <p>Differentiate between viable and non-viable solutions and pursue realistic solutions</p>

9-12 AUTONOMY

Creativity and Innovation	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to collaboratively complete creative design/innovation projects that are vision-inspired and focused on the user experience</p>	<p>Participate in collaboration on project design with a predetermined framework</p> <p>Investigate new ideas or improvements with predictable ideas</p> <p>Develop steps to establish usability, purpose and functionality</p> <p>Construct a project where several design elements are unconnected</p>	<p>Collaborate to plan a creative or innovative project</p> <p>Organize conventional ideas in non-predictable ways</p> <p>Create a project that has some feasibility or applicability</p> <p>Construct a project with interesting elements that may be connected to the final use</p>	<p>Collaborate to complete a creative or innovative project</p> <p>Expand design conventions or uses common materials in new, clever or surprising ways</p> <p>Produce a creative design or project that appeals to the user experience</p> <p>Craft a complete project designed with a distinct style which applies to the identified purpose</p>	<p>Engage in student-guided collaboration where teammates are challenged to develop and complete a creative or innovative project</p> <p>Execute an unconventional design using familiar materials in new ways resulting in a unique end project</p> <p>Produce a project that focuses on applicability to the user experience or society</p> <p>Craft a project that has an innovative and striking design that is vision-inspired, well-crafted and exceeds expectations for purpose</p>
<p>Students will be able to identify a meaningful problem or opportunity, explore creative solutions with a team, produce original work and determine the best design to meet specific needs, testing and revising as necessary</p>	<p>Determine and research innovative concepts and others' innovations</p> <p>Clarify the problem within a group</p> <p>Identify innovations and their impacts using an existing framework</p> <p>Use a predetermined testing protocol and makes revisions to project without seeking feedback</p>	<p>Develop ideas about the purpose for innovation</p> <p>Imagine solutions to a problem in a collaborative setting while acknowledging others' perspectives</p> <p>Evaluate the ideas and solutions of others before selecting one</p> <p>Use an existing framework and feedback to test and revise project</p>	<p>Evaluate decisions regarding the purpose driving the process of innovation</p> <p>Generate different and creative perspectives during gathering of information</p> <p>Create a plan to investigate and evaluate different ideas and determine the best solution</p> <p>Utilize testing and revision to generate a well-crafted, useful project that is unique, surprising or inspiring</p>	<p>Explore and expands on the purpose for innovation</p> <p>Promote ways that divergent and creative perspectives impact creativity and innovation</p> <p>Investigate, experiment and test other implications or applications for the selected solution</p> <p>Evaluate the significance of well-crafted projects that are unique, surprising, inspiring or positively affect society</p>

9-12 AUTONOMY

Collaboration and Teamwork	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to contribute to and work effectively in teams by leveraging various tools and resources, adapting to multiple roles and facilitating connections of diverse perspectives to accomplish shared goals</p>	<p>Identify what it means to contribute as an effective team member</p> <p>Select various tools to utilize as a team to accomplish shared goals</p> <p>Recognize there are multiple roles within a team</p> <p>Acknowledge your own perspective and how it fits in with the team to accomplish shared goals</p>	<p>Practice what it means to contribute as an effective team member</p> <p>Establish criteria for which tools are most useful to the team</p> <p>Develop a strategy for supporting and performing various roles within the team</p> <p>Understand the importance of diverse perspectives within a team to help accomplish shared goals</p>	<p>Contribute in specific ways and work effectively in teams</p> <p>Leverage various tools and resources to accomplish shared goals</p> <p>Perform and adapt to multiple roles within a team as needed</p> <p>Facilitate connections of diverse perspectives to accomplish shared goals</p>	<p>Experiment in ways that stretch you as a contributor within a team</p> <p>Research new tools and resources</p> <p>Generate and practice new roles within a team</p> <p>Distinguish and explain features of diverse perspectives that helped accomplish shared goals</p>
<p>Students will be able to create shared responsibility for collaborative work and value the individual contributions made by each team member to cultivate a culture of community</p>	<p>Set goals for assigned role in collaborative work</p> <p>Make a plan aligned to expectations for fulfilling specific roles and establish criteria for successful individual contributions</p>	<p>Reach individual goals within a collaborative work setting</p> <p>Recognize obstacles to individual contributions that can be removed and adapt accordingly to build group cohesiveness</p>	<p>Create shared responsibility in working collaboratively toward group goals</p> <p>Respect and acknowledge the individual contributions made by each team member to cultivate a culture of community</p>	<p>Research and implement best practices for participating in collaborative work experiences</p> <p>Distinguish features of collaborative communities and how to deliberately support individuals in the future</p>



9-12 PURPOSE

Purpose guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Honesty, Integrity and Responsibility	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to display empathy while making decisions, be accountable for their actions and consider the implications of their choices</p>	<p>Explain empathy</p> <p>Understand personal responsibility for actions</p> <p>Recognize that choices have implications for others</p>	<p>Recognize actions that show empathy while making decisions</p> <p>Accept responsibility for actions</p> <p>Reflect on another's perspective</p>	<p>Display empathy while making decisions</p> <p>Demonstrate accountability for actions</p> <p>Consider the implications of choices and how they affect others</p>	<p>Perceive broader impact of empathy on community or society</p> <p>Encourage accountable behaviors in others</p> <p>Use feedback to set goals and monitor choices in a variety of settings</p>
<p>Students will be able to follow through on commitments and make contributions that positively impact their peers and community</p>	<p>Accept given responsibilities</p> <p>Understand that contributions will impact peers and community</p>	<p>Make commitments to fulfill responsibilities</p> <p>Predict how contributions will impact peers and community</p>	<p>Follow through on commitments</p> <p>Make contributions that positively impact their peers and community</p>	<p>Use strategies to follow through on commitments</p> <p>Invite others to positively impact peers and community</p>

9-12 PURPOSE

Hard Work and Resilience	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to design, implement, monitor and adjust measurable, multi-step educational, occupational and personal goals</p>	<p>Identify measurable educational, occupational and personal goals</p> <p>Organize goals into educational, occupational and personal categories</p>	<p>Decide measurable educational, occupational and personal goals with criteria established to measure success</p> <p>Recognize possible obstacles to the goals</p>	<p>Develop measurable and multi-step educational, occupational and personal goals with criteria established to measure success</p> <p>Adapt as new obstacles are observed to the goal</p>	<p>Generate several measurable multi-step educational, occupational and personal goals with criteria established to measure success</p> <p>Predict future obstacles to educational, occupational and personal goals</p>
<p>Students will be able to engage in “productive struggle” with consistent interest, persistent effort and self-efficacy as they refine their boundaries and motivations within their environment</p>	<p>Recognize opportunities for “productive struggle” and persistent effort in one’s individual experiences</p> <p>Describe motivations for success</p>	<p>Establish criteria for “productive struggle” and persistent effort in learning from one’s individual experiences</p> <p>Evaluate motivations for success</p>	<p>Develop purposeful effort with a sustained interest in learning</p> <p>Adjust, as needed, motivations for success</p>	<p>Explain self-efficacy and resilience as it relates to individual choices and experiences</p> <p>Predict motivations needed for success</p>
Lifelong Learning and Personal Growth	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to demonstrate personal growth through setting, monitoring and achieving goals to pursue knowledge, skills and values to guide ideas and actions across settings</p>	<p>Demonstrate personal growth by selecting goals, knowledge, skills and values to practice ideas and actions across a variety of familiar settings</p>	<p>Demonstrate personal growth by pursuing goals, knowledge, skills and values to guide ideas and actions across familiar and unfamiliar settings</p>	<p>Demonstrate personal growth by pursuing, monitoring and achieving goals, knowledge, skills and values to guide ideas and actions across a variety of familiar and unfamiliar settings</p>	<p>Demonstrate personal growth by modifying goals, knowledge, skills and values based on monitoring of progress to direct ideas and actions across a variety of familiar and unfamiliar settings</p>

9-12 PURPOSE

Service	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to show empathy by seeking and recognizing both informal and formal service opportunities where assistance is needed</p>	<p>Develop empathy by identifying informal and formal service opportunities</p>	<p>Develop empathy by recognizing and prioritizing informal and formal service opportunities where assistance is needed</p>	<p>Show empathy by independently seeking and selecting informal and formal service opportunities where assistance is needed</p>	<p>Show empathy by adapting prior service experience to engage others in new informal and formal service opportunities</p>
<p>Students will be able to engage civically in communities (local and global) by addressing recognized needs and serving without expecting compensation or recognition</p>	<p>Consider and identify opportunities to serve in local and global communities</p>	<p>Recognize and prioritize local and global community needs without expecting compensation</p>	<p>Address recognized needs and serve in local and global communities without expecting compensation or recognition</p>	<p>Organize and lead service in local and global communities without expecting compensation or recognition</p>

9-12 PURPOSE

Respect	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Students will be able to apply self-respect through establishing and expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Apply self-respect by identifying the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Apply self-respect by identifying and establishing the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Apply self-respect by establishing and expressing the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy</p>	<p>Apply self-respect by expressing and explaining the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to advance personal well-being and self-advocacy</p>
<p>Students will be able to generate and utilize adaptive strategies, independently, for recognizing, understanding, supporting and advocating for the rights and the unique values, contributions and needs associated with each member of their diverse community</p>	<p>Recognize the rights and the unique values, contributions and needs associated with each member of their diverse community by generating and utilizing adaptive strategies, independently</p>	<p>Recognize and understand the unique values, contributions and needs associated with each member of their diverse community by generating and utilizing adaptive strategies, independently</p>	<p>Recognize, understand, support and advocate for the rights and the unique values, contributions and needs associated with each member of their diverse community by generating and utilizing adaptive strategies independently</p>	<p>Defend a position for the rights and the unique values, contributions and needs associated with each member of their diverse community, generating and utilizing adaptive strategies independently</p>



POSTSECONDARY MASTERY

Mastery is the ability to demonstrate depth of knowledge and skill proficiency.

Academic Mastery	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to utilize prior knowledge to emerge as contributors in their field of expertise or profession and apply this knowledge across diverse settings and new contexts</p>	<p>Identify, explore and organize prior and new knowledge towards a desired field of expertise or profession</p>	<p>Represent academic content knowledge, skills and dispositions</p> <p>Describe relationships between familiar and new academic content knowledge, skills and dispositions</p> <p>Identify potential uses for academic content knowledge, skills and dispositions</p>	<p>Contribute new knowledge and perspectives in field of expertise or profession</p>	<p>Research and report results with mastery in field of expertise or profession</p>
<p>Lifelong learners will be able to curate information to reach evidence-based outcomes, advancing their field of expertise or profession and adding to the collective knowledge base</p>	<p>Summarize information that advances a field of expertise or profession in order to arrive at evidence-based outcomes and contribute to the collective knowledge base</p>	<p>Organize information that advances a field of expertise or profession in order to arrive at evidence-based outcomes and contribute to the collective knowledge base</p>	<p>Curate information that advances a field of expertise or profession in order to arrive at evidence-based outcomes and contribute to the collective knowledge base</p>	<p>Generate information that advances a field of expertise or profession in order to arrive at evidence-based outcomes and contribute to the collective knowledge base</p>

POSTSECONDARY MASTERY

Wellness		Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to evaluate and adjust self-awareness and self-advocacy skills, be adept in achieving goals, maintain wellness habits and seek out supports to create lifelong balance through mental, physical and social-emotional well-being</p>	<p>Physical</p>	<p>Reflect on physical health needs, wellness habits and goals</p> <p>Research community supports for physical wellness</p>	<p>Set attainable goals to build physical wellness habits</p> <p>Recognize community supports for physical wellness</p>	<p>Evaluate and adjust goals to maintain physical wellness habits</p> <p>Seek out community supports for personal physical wellness</p>	<p>Adapt goals to create lifelong physical wellness habits</p> <p>Participate in community supports for physical wellness</p>
	<p>Mental</p>	<p>Reflect on mental health needs</p> <p>Research the mental health resources available in the community and determine when professional health services may be required</p>	<p>Apply measurable and timely goals to design and implement a plan for maintaining lifelong mental health habits</p> <p>Recognize enhanced role in advocating for mental health during the transition from minor to adult</p>	<p>Evaluate and adjust how to determine mental health needs and how to advocate for the supports needed to maintain mental health well-being</p>	<p>Adapt goals, routines and self-advocacy skills to create a lifelong balance in mental health well-being</p>
	<p>Social-Emotional</p>	<p>Reflect on current relationships</p> <p>Determine present and future social-emotional needs and goals</p>	<p>Recognize positive and negative aspects of current relationships</p> <p>Strategize how to achieve present and future social-emotional needs and goals</p>	<p>Evaluate and adjust current relationships</p> <p>Seek out social-emotional supports from relationships</p> <p>Achieve present social-emotional needs and goals</p>	<p>Maintain and adapt positive healthy relationships that assist in achieving present and future social-emotional needs and goals</p>

POSTSECONDARY MASTERY

Civic, Financial and Economic Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
Lifelong learners will be able to integrate diverse civic choices by advocating for their individual belief system within their community and society	Clarify their individual belief system by investigating community and societal issues and possible civic choices	Research and take positions on diverse civic choices based on their individual belief system in order to impact their community and society	Integrate diverse civic choices into everyday life and advocate for their individual belief system within their community and society	Assess and evaluate the implications of their civic choices and adjust their belief system or actions to continue to impact the civic processes within their community and society
Lifelong learners will be able to implement and manage individual fiscal priorities	Establish fiscal priorities and create an initial financial plan	Refine a financial plan with fiscal priorities including personal budgeting	Implement and manage individual fiscal priorities	Reflect and continue to adapt a detailed financial plan based on outcomes and implications of implementing the plan
Digital Literacy	Emerging Competence	Approaching Competence	Competent	Extending Competence
Lifelong learners will be able to select and use appropriate technology and digital sources safely, ethically and productively in school, work and life	Classify types of technology and digital sources to determine the appropriate option for use in school, work and life	Evaluate types of technology and digital sources to determine the appropriate option for use in school, work and life	Adapt to new conditions by selecting and using appropriate technology and digital sources safely, ethically and productively in school, work and life	Research new technology and ethical approaches and adapt them to school, work and life
Lifelong learners will be able to independently apply current best practices and think critically when using technology in social, academic and professional settings	Recognize current best practices Identify implications of using technology in social, academic and professional settings	Explain current best practices Describe the implications of using technology in social, academic and professional settings	Apply current best practices Think critically about implications of using technology in social, academic and professional settings	Research and adapt best practices for evolving situations Raise awareness of the implications of using technology in social, academic and professional settings



POSTSECONDARY AUTONOMY

Autonomy is having the self-confidence and motivation to think and act independently.

Communication	Emerging Competence	Approaching Competence	Competent	Extending Competence
Lifelong learners will be able to generate and initiate communication effectively and professionally, through a variety of modalities, adapting their understanding with application to novel concepts, forms and contexts within various environments and audiences	Determine and decide the intended meanings from others' communications and develop and/or select a strategy for responding using different professional modalities	Selectively choose a form of communication to reach a specified audience and goal and adjust based on results	Generate and initiate communication effectively and professionally, through a variety of modalities, adapting their understanding with application to novel concepts, forms and contexts within various environments and audiences	Think through implications of complex communication scenarios, develop creative communication strategies and determine solutions for communication challenges in an advancing society
Lifelong learners will be able to consistently evaluate the meaning of others' communications, modify responses and effectively communicate within a global and technologically advancing society	Experiment with and clarify the intended meanings from others' communication Develop their responses to properly communicate using different modalities	Predict and clarify intended meanings of others' communications Generate responses based on new methods of information sharing	Consistently evaluate the meaning of others' communications Modify responses to others' communications in order to effectively communicate within a global and technologically advancing society	Think through the implications and meaning of complex messages in both professional and nonprofessional settings Select the best method of communication to deliver messages and creatively use new and evolving forms of communication in order to resolve challenges

POSTSECONDARY AUTONOMY

Critical Thinking and Problem Solving	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to investigate and take a stance on complex issues, making sure to address bias in information and beliefs and propose and defend solutions that lead to deliberate choices and actions</p>	<p>Explore issues</p> <p>Acknowledge different sides to issues exist</p> <p>Define bias</p> <p>Acknowledge multiple solutions could exist</p>	<p>Investigate issues using a variety of resources</p> <p>State different sides of an issue</p> <p>Recognize bias by differentiating facts from opinions</p> <p>Suggest different solutions</p>	<p>Investigate issues utilizing a variety of reliable resources</p> <p>Propose and defend solutions based on the evidence collected</p> <p>Address bias internally and externally</p> <p>Propose and defend solution(s)</p>	<p>Investigate issues utilizing reliable resources from multiple perspectives</p> <p>Articulate implications and their impact on solutions</p> <p>Explain bias</p> <p>Implement solution(s)</p>

POSTSECONDARY AUTONOMY

Creativity and Innovation	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to collaborate and problem solve in order to complete and manage real-world original or innovative projects</p>	<p>Recognize the value of collaboration and engages in creative decision making</p> <p>Construct a project that meets expectations for purpose</p> <p>Participate in collaboration to complete projects in a timely manner</p>	<p>Collaborate to problem solve and considers options when making creative decisions</p> <p>Produce an original or innovative project with a shared vision that meets expectations for purpose</p> <p>Engage in collaboration to complete projects in a timely manner</p>	<p>Collaborate in a variety of settings to problem solve and engage in creative decision making</p> <p>Craft an original and innovative project with a shared vision that exceeds expectations for purpose</p> <p>Manage collaboration to complete projects in a timely manner</p>	<p>Initiate a collaborative setting to generate creative decisions</p> <p>Distribute a real-world, innovative project with a shared vision that exceeds expectations for purpose</p> <p>Facilitate and monitor the creative and innovative process to reflect, revise and evaluate in a timely manner</p>
<p>Lifelong learners will be able to revolutionize and positively affect society as a result of their creative and innovative efforts</p>	<p>Identify needs based on social themes and historical context</p> <p>Recognize the need for well-crafted projects in society that are unique, surprising or inspiring</p>	<p>Investigate social themes, historical context and cultural components to identify user needs</p> <p>Explore the social impact of well-crafted projects that are unique, surprising or inspiring</p>	<p>Reflect on social themes, historical context and cultural components in order to transform information and ideas into creative solutions</p> <p>Evaluate continuously the significance of well-crafted projects that are unique, surprising, inspiring and revolutionary to positively affect society</p>	<p>Predict needs and synthesizes creative solutions while continually evaluating the value of the innovation for society</p> <p>Inspire others to innovate and design well-crafted projects or ideas that are unique, surprising, inspiring and revolutionary to positively affect society</p>

POSTSECONDARY AUTONOMY

Collaboration and Teamwork	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to create, contribute and analyze the work of diverse teams in a variety of contexts by vetting current and evolving tools and resources, adapting to multiple roles and connecting various perspectives to accomplish a shared goal</p>	<p>Evaluate the work of diverse teams and roles in consideration of various perspectives</p> <p>Organize tools and resources for use across various contexts</p> <p>Proactively navigate opportunities to leverage individual strengths while developing shared goals</p>	<p>Establish criteria for incorporating various perspectives into multiple roles within a diverse team</p> <p>Analyze tools and resources for effectiveness across various contexts</p> <p>Distinguish the use of essential information, such as vetting resources and integrating multiple roles to identify a shared goal</p>	<p>Adapt the work of diverse teams and multiple roles in response to various perspectives both within and beyond the group</p> <p>Establish criteria for the effectiveness of current and evolving tools and resources for use across diverse teams and various contexts</p> <p>Recognize obstacles for the use of essential information, such as vetting resources for multiple roles to develop shared goals</p>	<p>Predict the work of diverse teams and multiple roles in response to various perspectives both within and beyond the group</p> <p>Generate a comprehensive bank of current and evolving tools and resources for use across diverse teams and various contexts</p> <p>Explain the impact of obstacles in relation to vetting resources and various perspectives for multiple roles in the accomplishment of shared goals</p>
<p>Lifelong learners will be able to elevate the work of others, share ownership of collaborative work, value the individual contributions made by each team member and create cultures of community in a variety of situations</p>	<p>Utilize work of others</p> <p>Assume responsibility and ownership for individual role</p> <p>Recognize contributions of some members</p> <p>Contribute to the culture of community by identifying and sharing values and expectations to be used as norms that contribute to a culture of community</p>	<p>Elaborate on the work of others</p> <p>Actively incorporates individual contributions into collective work</p> <p>Recognize contributions by all members</p> <p>Foster a culture of community by referencing and referring to team culture and norms in a variety of situations</p>	<p>Highlight and emphasize the work of others</p> <p>Assume collective ownership of the work with all members of the team</p> <p>Appreciate contributions of all members</p> <p>Champion and defend the community of culture in a variety of situations</p>	<p>Develop arguments to promote contributions of others</p> <p>Share ownership by acknowledging the interdependent nature of the collaborative work</p> <p>Praise and critique contributions of all members</p> <p>Evaluate team dynamics in new groups and develop strategies to promote a culture of community</p>



POSTSECONDARY PURPOSE

Purpose guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Honesty, Integrity and Responsibility	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to make decisions with intention and take accountability for their actions while modeling and advocating for others to do the same</p>	<p>Contemplate outcomes and display empathy when making decisions</p> <p>Take accountability for actions</p>	<p>Establish criteria when making decisions</p> <p>Model accountability for actions with others</p>	<p>Make decisions with intention using criteria</p> <p>Take accountability for actions while modeling and advocating for others to do the same</p>	<p>Make decisions with intention using established, self-identified criteria</p> <p>Use the opportunity to take accountability for actions to self-reflect and seek personal growth while advocating for others to do the same</p>
<p>Lifelong learners will be able to manage their time effectively in order to follow through on commitments and make contributions that positively impact their peers, community and global society</p>	<p>Follow through on commitments</p> <p>Understand that contributions will impact peers, community and global society</p>	<p>Determine strategies to effectively manage time to follow through on commitments</p> <p>Predict how contributions will impact peers, community and global society</p>	<p>Manage time effectively to follow through on commitments</p> <p>Make contributions that positively impact peers, community and global society</p>	<p>Theorize potential improvements while planning to follow through on commitments</p> <p>Invite others to positively impact peers, community and global society</p>

POSTSECONDARY PURPOSE

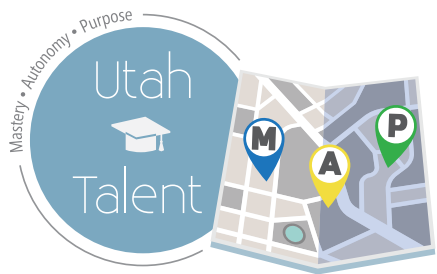
Hard Work and Resilience	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to design, implement, monitor and adjust measurable, multifaceted educational, occupational and personal goals as they transfer their knowledge and skills to a variety of work and life events</p>	<p>Decide educational, occupational and personal goals with criteria established to measure success</p> <p>Predict possible knowledge and skills needed to a variety of work and life events</p>	<p>Develop educational, occupational and personal goals with criteria established to measure success</p> <p>Defend choices for the knowledge and skills needed to a variety of work and life events</p>	<p>Experiment with educational, occupational and personal goals with criteria established to measure success</p> <p>Test knowledge and skills through a variety of work and life events</p>	<p>Explain specific successes within their educational, occupational and personal goals</p> <p>Research the consequences of choices to discover different possible solutions to a variety of work and life events</p>
<p>Lifelong learners will be able to apply previous experiences of “productive struggle” to continue growing while managing boundaries and motivations within their environment</p>	<p>Recognize obstacles to “productive struggle” from previous experiences</p> <p>Establish boundaries and motivations needed for success within their environment</p>	<p>Generate specific goals to grow and learn from previous experiences</p> <p>Predict what boundaries and motivations are needed for success within their environments</p>	<p>Explain how “productive struggle” helps them to continue to grow and learn from their previous experiences</p> <p>Explain boundaries and motivations within their environment for success</p>	<p>Think through how “productive struggle” helps them learn from previous experiences</p> <p>Distinguish features of boundaries and motivations that help one achieve personal success</p>
Lifelong Learning and Personal Growth	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners continuously pursue personal growth by setting and reflecting on goals to advance knowledge, skills and values to optimize decision-making across settings</p>	<p>Pursue lifelong learning by expanding personal growth opportunities, independent of outside influences, by establishing personal goals and advancing knowledge, skills and values to make decisions across unfamiliar settings</p>	<p>Pursue lifelong learning by experimenting with personal growth opportunities through assessing personal goals and advancing knowledge, skills and values to improve decision-making across unforeseen settings</p>	<p>Pursue lifelong learning by reflecting on personal growth opportunities and goals while advancing and appraising knowledge, skills and values to optimize decision-making across all settings</p>	<p>Pursue lifelong learning by prioritizing personal growth and goals, investigating new opportunities and connecting knowledge, skills, and values to enhance decision-making in order to adapt to any setting</p>

POSTSECONDARY PURPOSE

Service	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to show empathy by investigating community needs and collaborating with stakeholders to determine and develop solutions for those needs</p>	<p>Develop empathy by listing possible resources and stakeholders to outline solutions for community needs</p>	<p>Develop empathy by determining best resources and most relevant stakeholders and predicting barriers to developing solutions for community needs</p>	<p>Show empathy by investigating community needs, collaborating with stakeholders and determining and developing solutions for community needs</p>	<p>Show empathy by leading a group to research community needs and determine and develop solutions for an identified project</p>
<p>Lifelong learners will be able to engage civically by reaching out and including community stakeholders in the execution and evaluation of their solution to community needs</p>	<p>List possible solutions to local and global community needs with stakeholders</p>	<p>Plan solutions to local and global community needs with stakeholders</p>	<p>Execute then evaluate solutions for local and global community needs by reaching out and including community stakeholders</p>	<p>Generate and organize, in partnership with stakeholders, a sustainable service protocol for future local and global community needs</p>

POSTSECONDARY PURPOSE

Respect	Emerging Competence	Approaching Competence	Competent	Extending Competence
<p>Lifelong learners will be able to generalize self-respect by establishing and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being, self-advocacy and contribution to their diverse community</p>	<p>Generate self-respect by exploring and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to exercise personal well-being, self-advocacy and contribution to their diverse community</p>	<p>Generate self-respect by researching and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being, self-advocacy and contribution to their diverse community</p>	<p>Generalize self-respect by establishing and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to advance personal well-being, self-advocacy and contribution to their diverse community</p>	<p>Advance self-respect by appropriately expressing and thinking through the implications surrounding the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to solidify personal well-being, self-advocacy and contribution to their diverse community</p>
<p>Lifelong learners will be able to generate and utilize adaptive strategies and advocacy, independently, for recognizing and understanding the rights associated with all community members to contribute to the global community</p>	<p>Develop theories to recognize the rights associated with all community members in order to contribute to the global community by generating and utilizing adaptive strategies and advocacy independently</p>	<p>Experiment on the theories to recognize and understand the rights associated with all community members in order to contribute to the global community by generating and utilizing adaptive strategies and advocacy independently</p>	<p>Demonstrate the recognition and understanding of the rights associated with all community members in order to contribute to the global community by generating and utilizing adaptive strategies and advocacy independently</p>	<p>Defend a position for the recognition and understanding of the rights associated with all community members in order to contribute to the global community by generating and utilizing adaptive strategies and advocacy independently</p>



Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics begin at home and are cultivated in educational settings.



KnowledgeWorks is a national nonprofit organization advancing a future of learning that ensures each student graduates ready for what's next. For more than 20 years, we've been partnering with states, communities and leaders across the country to imagine, build and sustain vibrant learning communities. Through evidence-based practices and a commitment to equitable outcomes, we're creating the future of learning, together. Learn more at KnowledgeWorks.org.

