



Utah Talent MAP



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



Wellness

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

Pre-K

Students will be able to identify emotions, recognize physical and social needs, ask for help and participate in guided wellness activities.

EXAMPLE

Students may recognize different emotions through a guided wellness activity. For example, use a permanent marker to draw feeling faces onto an inflatable beach ball. Toss the ball to a student. When the student catches the ball, have them select a face on the ball and verbally identify the feeling. Students can also express what they are feeling by stating, "I feel ____."

K-2

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.

EXAMPLE

Students may be given opportunities to explore various emotions (through stories, poems, short videos, etc.). Next, students are taught about trusted adults, how to identify the trusted adults in their life, and how to seek help from their trusted adults when they experience "big emotions."

3-5

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.

EXAMPLE

Students may be taught how to use an emotion rating scale to recognize their level of emotions (For example, a little frustrated vs very frustrated) and identify when they need additional support through self-monitoring. The students could then be taught how to use an, "I feel" statement to effectively communicate their level of emotion as a way to self-advocate. Students are given time for skills practice using various scenarios.



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



Wellness

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

6-8

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.

EXAMPLE

Students may create a word chart of what being a mathematician, scientist, artist, can “feel like”. Over time, students are encouraged to add additional feeling words. Students practice self-awareness by writing or saying, “Today, as a mathematician, I feel... (confident I solved this problem, or confused about that calculation, etc.)”

When a student comes to a task that feels overly challenging and elicits an uncomfortable feeling, they:

1. Recalibrate by selecting from a list of preferred relaxation/centering activities.
e.g. belly breaths, nose-mouth breaths, shoulder shrugs, imagine heavy feet/legs/arms, visualize relaxation place, etc.
2. Recognize the feeling of being stuck, and utilize steps for getting unstuck.
e.g., reread the problem, restate the problem in own words, highlight important information, draw a picture, ask for help, etc.

9-12

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.

EXAMPLE

Students may participate in classroom check-ins or restorative circles (in classrooms where teachers are trained in implementing Restorative Practices through classroom Circles facilitation) to assess and monitor needs regularly, as well as reflect on their health and habits.

Students choose a goal related to wellness that they would like to work on for a week. They will document their experience (e.g., journaling, visual art, vlog, etc.), including any instances of self-advocacy. Students are given time to share their experiences during classroom check-ins or restorative circles

Postsecondary

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.



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



Academic Mastery

Utah graduates demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

PreK

Students will be able to recognize, recall and sort academic content knowledge and foundational skills.

EXAMPLE

Students may name and sort living things into the places where they live share their reasons for sorting the living things the way they did.

Students will be able to use information to arrive at a conclusion or solution.

EXAMPLE

Students may demonstrate their ability to appropriately communicate when social problems arise by identifying the problem and exploring basic solutions (e.g., how to gain someone's attention appropriately, how to express frustration appropriately, how to seek help from an adult).

K-2

With support, students will be able to retrieve, comprehend and analyze academic content knowledge and skills.

EXAMPLE

Students may explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings, objects, or in written form.

Students will be able to make observations and use information to prepare for an evidence-based conclusion or solution

EXAMPLE

Students may investigate using the five senses to determine/conclude the effect of sunlight on different surfaces and materials
e.g., metal table vs. wood table; blacktop vs. sidewalk.

3-5

Students will be able to comprehend and infer to analyze academic content knowledge and skills across multiple disciplines.

EXAMPLE

Students may read articles about extreme weather phenomena, such as tornadoes. Then, students may engage in asking and answering questions about the texts, discussing with their peers about the key ideas, and/or writing a summary of their understanding of texts.



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



Academic Mastery

Utah graduates demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

3-5

Students will be able to organize and select information to reach an evidence-based conclusion or solution.

EXAMPLE

Students may use more than one media source to propose a solution to an issue (such as cell phone use for kids). Students will demonstrate their solution through writing, presenting, or illustrating.

6-8

Students will be able to analyze, adapt and apply academic content knowledge, skills and dispositions across multiple disciplines in teacher-driven contexts.

EXAMPLE

Students may examine in detail the character(s), setting, and essential events (plot) in a story that make up the dramatic structure, and propose recommendations to adapt the story into a screenplay or script.

Students will be able to evaluate, organize and differentiate information to reach an evidence-based conclusion or solution.

EXAMPLE

Students may use multiple sources to investigate advertising claims and potential health consequences for a popular diet (e.g., keto, south beach, intermittent fasting). Students will evaluate sources for relevancy, currency, and credibility as part of the process.

9-12

Students will be able to analyze, synthesize and transfer academic content knowledge, skills and dispositions independently across multiple disciplines and contexts.

EXAMPLE

Students may use knowledge learned about the holocaust to consider recommendations to share (via, podcast, written essay, presentation, etc.) with state or national leaders to improve current community issues (e.g., undocumented immigrants, mistreatment of people of color, equitable access, etc.)



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



Academic Mastery

Utah graduates demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

9-12

Students will be able to curate information to arrive at an evidence-based conclusion or solution.

EXAMPLE

Students may select, organize, and cite a collection of resources (including data) to develop evidence-based strategies to encourage young adults to engage in the political process, such as electing government officials.

Postsecondary

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.



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



Critical Thinking and Problem Solving

Utah graduates access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.

PreK

With support, students will be able to identify, categorize and sequence information to make choices based on new learning and real-life experiences.

EXAMPLE

Students may recognize that action needs to take place to solve a problem (such as the inability to zip up coat), and with supports, demonstrate a sequence of events necessary to resolve that problem (such as finding an adult to help, gaining the adult's attention, and communicating the need for help.)

K-2

Students will be able to find key information, make inferences and form generalizations.

EXAMPLE

Students may identify school-wide classroom procedures and demonstrate where, when, and how to follow those procedures.

Students will be able to explain reasons for making a decision based on new learning and real-life experiences.

EXAMPLE

Students may be given a series of options (i.e. Do you want two cookies per day for the next three days or three cookies per day for the next two days) and asked to make a choice and explain their reasoning.

3-5

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.

EXAMPLE

Students may make predictions about how various pea plants will react with various environmental conditions over a given time period and give rationale.

Students will be able to consider multiple sides of an issue, seek alternative solutions and make decisions based on new learning.

EXAMPLE

Students may compare the effect on the environment of trash that is delivered to a landfill with trash that has been burned. The students will defend their arguments and propose new trash management solutions.



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



Critical Thinking and Problem Solving

Utah graduates access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.

6-8

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.

EXAMPLE

Students may research various types of wood in determining which type is most advantageous for a given context. Students cite all evidence they gathered.

Students will be able to critique issues, identify constraints and barriers and evaluate multiple perspectives to make and defend judgments and actions.

EXAMPLE

Students may discuss different ways states have responded to natural disasters and how states might prepare for natural disasters to better mitigate economic impacts.

9-12

Students will be able to analyze and synthesize multiple perspectives of an issue to solve problems. Students will be able to cite valid, reliable data and evidence that apply in a variety of situations across contexts.

EXAMPLE

Students may design a building to fit on a particular lot that meets building standards. Students provide evidence regarding how they adjusted their design based on the feedback from community members.

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.

EXAMPLE

Students may consider Supreme Court decisions that apply to their school experience and identify solutions that work for their community. Students may anticipate the effects of current rulings on future situations. Students will defend their thinking.

Postsecondary

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.



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



Collaboration and Teamwork

Utah graduates contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

PreK

Students will be able to engage in cooperative play and transition between activities and settings.

EXAMPLE

Students may act out a story together by assuming the roles of the characters in the story, interacting with props, and engaging in dramatic interactions including transitioning agreeably between scenes. (Fine Arts Standard 4 yr.1.3)

Students will be able to adapt to situations and make decisions while interacting with others.

EXAMPLE

Students may work as a team to make decisions on how to complete an obstacle course where they encounter various obstacles and walk, hop, run and stop, change direction and jump over low objects to reach the finish. (Physical Education Standard 4 yr.1.1)

K-2

Students will be able to follow group norms while working, playing and completing tasks and projects with peers.

EXAMPLE

Students may, after being taught and reminded of the group norms, participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers in a small group.

Students will follow agreed-upon rules for discussions including listening, taking turns, and speaking, while staying on topic. Continue a conversation through multiple exchanges. (Language Arts Standard K.1.1)

Students will be able to promote individual and shared outcomes while engaging in mutual feedback.

EXAMPLE

Students may demonstrate their ability to promote individual and shared outcomes as they engage in behaviors that exhibit respect for others in the neighborhood and the school community (e.g., the “Golden Rule”—elements include fair play, respect for rights and opinions of others, following the rules, adapting to the social cues of others, and taking turns). (Social Studies Standard 1.2.2)



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



Collaboration and Teamwork

Utah graduates contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

3-5

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.

EXAMPLE

Students may demonstrate effective collaboration as they work together to develop a model describing a phenomena. A fourth grade example of a possible model could be how animals sense and then respond to different aspects of their environment including sounds, temperature, and smell. (Science Standards 4.1.2)

Effective collaboration within this group would be demonstrated by groups encouraging equitable participation through the creation of group norms, engagement in respectful discourse, and valuing the thoughts and ideas of others.

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.

EXAMPLE

Students may take on various roles (such as leaders, problem-solvers, and decision makers) in small groups, encouraging each other to manage their individual and collective progress toward shared outcomes, while researching and presenting their collective understanding of how geography influences community location and development.

A specific outcome could be to demonstrate shared understanding of how various communities have adapted to existing environments while other communities have modified their environments.

High level performance could be demonstrated by the ability to analyze and explain multiple perspectives/issues within or across time periods, events, or cultures and the ability to investigate and draw conclusions about how people, places, and geography impact the world today. (3rd Grade Social Studies 1.2)

6-8

Students will be able to create appropriate group norms, prepare in advance for effective collaboration, and engage by taking ownership of their individual responsibilities for a given role.

EXAMPLE

Students may prepare in advance to effectively collaborate by designating individual roles and setting group expectations for organizing, analyzing, synthesizing, and presenting information.



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



Collaboration and Teamwork

Utah graduates contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

6-8

EXAMPLE

This could include determining credibility of sources, vetting and analyzing multiple sources, selecting technology for tracking individual and group progress, and integrating/organizing/presenting information while avoiding plagiarism and copyright violations. (Library Media, Grades 6-12, Strand 6: Standards 1 and 2)

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.

EXAMPLE

Students may work collaboratively in pairs or as a group to practice conflict resolution and encourage each other to share their own perspectives on enhancing health, avoiding/reducing health risks, and taking responsibility for one's actions and behaviors in a variety of situations.

Shared understanding, developed from multiple perspectives within the group, could include how their locus of control impacts their decision-making and affects their ability to demonstrate responsibility. (Health I, Strand 1, Standard HI.HF.3b)

9-12

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.

EXAMPLE

Students may work together using multiple offline and online resources to create and present an American History project that includes diverse cultural perspectives and represents research, graphic design, and public presenting roles. An example project could be students using primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance (U.S. II Standard 2.1).



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



Collaboration and Teamwork

Utah graduates contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

9-12

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.

EXAMPLE

Students may be asked to solve a complex problem as a group, where they identify individual roles and create a culture of community by utilizing and valuing the skills and experiences of each group member in finding solutions such as constructing and comparing linear, quadratic, and exponential models (Secondary Math II - Standard F.LE.3).

Postsecondary

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.

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

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



Hard Work and Resilience

Utah graduates set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.

PreK

With support, students will be able to achieve adult-provided goals.

EXAMPLE

Students may, with support, use a star chart to keep track of class, teacher, and individual goals, such as washing their hands before eating lunch and hanging up their backpack in the designated location as prompted.

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.

EXAMPLE

Students may have the opportunity to work on an age appropriate puzzle and continue to work on it, even when struggling to manipulate the puzzle pieces. Educators may provide encouragement, while discussing options, choices, and consequences.

K-2

With support, students will be able to set short-term personal and educational goals.

EXAMPLE

Students may, with support, set their own learning goals to begin each school day and ensure they have the necessary tools and resources to accomplish those goals.

Students will be able to have age-appropriate, consistent educational interests while beginning to develop awareness and control of themselves and their social environments.

EXAMPLE

Students may demonstrate understanding of classroom norms such as raising their hand and waiting to be called on, pushing in their chair, moving quietly and safely from one location or activity to another. Students can explain the importance of classroom norms and encourage others to follow them.



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



Hard Work and Resilience

Utah graduates set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.

3-5

Students will be able to set and achieve short and long-term educational and personal goals with prompting.

EXAMPLE

Students may, with support from school personnel, identify specific short-term learning objectives, such as building vocabulary and fluency skills to accomplish a longer term goal of increasing reading comprehension - using weekly probes to monitor progress towards achieving that goal over the course of three to four weeks.

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.

EXAMPLE

Students may have the opportunity to apply the knowledge they have gained in novel contexts and engage in cognitively rigorous tasks, such as writing and revising an essay.

Students may have multiple opportunities to take risks and demonstrate understanding of content.

6-8

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.

EXAMPLE

Students may work individually or collaboratively with school personnel and their family to explore potential learning and career pathways. Students explore these pathways by identifying and participating in exploratory activities and experiences, including self-assessments.

Students may identify connections to course content and design goals that allow them to continue their exploration of those pathways, demonstrating their understanding of course content through real-life, relevant, project-based activities.

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.



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



Hard Work and Resilience

Utah graduates set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.

6-8

EXAMPLE

Students may be introduced to a range of learning experiences and create individual learning pathways that are aligned to student interests and support the progress from basic proficiency to mastery.

For example, a student may use technology to develop and maintain a fitness portfolio, including pre and post assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement, etc.

9-12

Students will be able to design, implement, monitor and adjust measurable, multi-step educational, occupational and personal goals.

EXAMPLE

Students may reflect on their academic progress in Secondary Math 1 using formative assessment strategies, identify needed area(s) of focus, and implement strategies to demonstrate growth. Progress may be monitored and reported through the use of a student-designed and managed tracker, portfolio, or similar strategy.

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.

EXAMPLE

Students may explore a range of learning experiences at school, online, and in the community - creating individual learning pathways that are aligned to student interests and support progress from basic proficiency to mastery. This could include researching a local art event and creating a report that compares and contrasts a variety of pieces in the exhibit - using interviews and other self-identified methods to understand multiple perspectives, including artists, oneself, peers, families, and other diverse community partners.

Postsecondary

Lifelong learners will be able to design, implement, monitor and adjust measurable, multi-faceted educational, occupational and personal goals as they transfer their knowledge and skills to a variety of work and life events.

Lifelong learners will be able to apply previous experiences of “productive struggle” to continue growing while managing boundaries and motivations within their environment.



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



Lifelong Learning and Personal Growth

Utah graduates continue to seek knowledge and develop skills in all settings.

PreK

Students will be able to explore their environments and engage in learning opportunities.

EXAMPLE

Students may become more literate by participating in a broad range of activities in learning centers that include art, library, listening, writing activities, dramatic play, discovery and manipulative activities. By exploring oral language, alphabetic code, print knowledge through various group and individual activities in these learning centers (such as read-aloud and group reading activities), students can engage in many reading /writing experiences, which builds a literacy foundation for personal growth and promotes lifelong learning.

K-2

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.

EXAMPLE

Students may choose from a menu of tasks to demonstrate their own competency in a standard or learning objective that aligns with their strengths. When learning a topic such as the life cycle of a butterfly, students may choose from a menu of activities that may include writing about, drawing a diagram, building a model, creating a presentation, or orally telling what they know about the life cycle to demonstrate their own competency in a way that connects their learning to their own experience and builds the foundation for personal choice and growth.

3-5

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.

EXAMPLE

Students may set personal goals for independent reading a certain amount of time each day or week. Students record and self-reflect on their performance in meeting their goal, and then increase or adjust their reading goals and expectations for the following week. As students meet, increase, and monitor their own progress toward their personal reading goals throughout the year, they increase their intrinsic beliefs about what they can achieve, and begin to build their capacity for lifelong learning.



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



Lifelong Learning and Personal Growth

Utah graduates continue to seek knowledge and develop skills in all settings.

6-8

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.

EXAMPLE

Students may identify two or three topics that they want to learn more about. Then, students narrow down their list and select a single topic to pursue. They describe the reasons for making their topic selection. Next, students ask a question that they do not yet know the answer to relating to their chosen topic, and create a plan to seek an answer to their question. Students carry out their plan and report on what they learned about their chosen topic in a self-selected format.

9-12

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.

EXAMPLE

Students take opportunities to explore and take smart risks that lead to growth and that advance their chosen interests and/or strengths through self-selecting their course-of-study throughout high school in both core and elective courses and within the classroom. For this to take place, the school or classroom teacher provides a broad range of rich offerings and delivery models (e.g. digital and remote learning, action learning, or real-world work study experiences),empowers each student's choice and autonomy, and promotes personal growth.

Postsecondary

Lifelong learners continuously pursue personal growth by setting and reflecting on goals to advance knowledge, skills and values to optimize decision-making across settings.