### Problem Solving and Critical Thinking:

Students can apply processes to define, evaluate and solve complex problems.

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</table>
| 1. Observe and evaluate situations in order to define problems and select strategies or approaches. | I can  
- analyze situations to define complex problems  
- determine the relevance and importance of elements that define a problem and limit the solutions.  
- choose strategies or approaches that address the problem and constraints. | I can  
- summarize observations and information from various sources to describe a problem;  
- identify and assess how elements of the situation define the problem and limit solutions.  
- choose strategies or approaches that fit the problem. | I can  
- make observations about situations  
- make connections among observations to identify a possible problem.  
- apply strategies or approaches to a potential problem. | I can  
- make observations about situations.  
- identify possible problems |

| 2. Identify patterns, trends and relationships that apply to solutions. | I can  
- identify data crucial to the problem.  
- identify patterns and trends in data most relevant to the problem.  
- assess impact of patterns and trends on the design of | I can  
- identify data relevant to the problem.  
- identify patterns and trends in data.  
- identify relevant relationships among patterns and trends that apply to solutions. | I can  
- identify data related to the problem.  
- identify simple patterns and trends in data.  
- identify possible connections between patterns, trends and/or solutions. | I can  
- select data  
- name patterns and trends in data |
| 3. Frame questions, make predictions, and design and use data collection and analysis strategies. | I can:  
- ask questions that expose the complex nature of the problem and determine what data is needed.  
- make predictions considering various aspects of the problem to determine what data is needed.  
- design and use a data collection system that leads to reliable results.  
- analyze and interpret data and determine what additional data, if any, is needed. | I can:  
- ask questions to clarify the problem and determine what data is needed.  
- make predictions relevant to the problem to determine what data is needed.  
- create and use a data collection system to address the identified needs.  
- analyze data and determine whether data is sufficient. | I can:  
- ask questions related to the problem to determine what data is needed.  
- make predictions related to the problem to determine what data is needed.  
- use a data collection system that partially addresses identified needs.  
- organize data collected | I can:  
- ask questions related to the problem.  
- Identify components related to the problem.  
- gather data related to the problem. |
|---|---|---|---|
| 4. Use evidence from various sources, disciplines and/or contexts to make decisions and solve problems. (SEL 5B, 5C) | I can:  
- synthesize and select most relevant and reliable evidence from multiple and varied sources.  
- Integrate evidence and reasoning to make decisions or solve problems. | I can:  
- select relevant evidence from multiple and varied sources.  
- make decisions or solve a problem based on evidence and reasoning | I can:  
- summarize information from multiple sources.  
- make decisions or generate solutions related to the problem. | I can:  
- identify related information from multiple sources.  
- take initial steps related to the problem. |
| 5. Persist in solving challenging problems, adapting strategies and approaches as needed. (SEL 2A, 2C) | I can:  
- make multiple attempts, if needed, until a solution is reached. | I can:  
- make multiple attempts, if needed, to reach a solution  
- apply varied strategies | I can:  
- attempt to reach a solution  
- apply initial strategies to solving a problem | I can:  
- identify strategies that could be used to solve a problem.  
- identify when
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<tbody>
<tr>
<td>• choose appropriate strategies to solve a problem.</td>
<td>• related to solving a problem.</td>
<td>• strategies are not effective.</td>
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<tr>
<td>• evaluate and adjust strategies and approaches to make progress toward solving a problem.</td>
<td>• adjust strategies and approaches in response to the problem.</td>
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6. Investigate areas for innovation and creativity, generate options and justify chosen solution

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<tr>
<td>• create opportunities for new thinking or creative problem-solving,</td>
<td>• investigate and identify various opportunities for new thinking or creative problem-solving,</td>
<td>• investigate and identify an opportunity for new thinking or creative problem-solving,</td>
<td>• Identify a possible opportunity for innovation or change,</td>
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<tr>
<td>• generate a range of solutions that incorporate innovation or creativity,</td>
<td>• generate a range of solutions,</td>
<td>• generate a potential solution;</td>
<td>• Identify a potential solution from a list of possibilities,</td>
</tr>
<tr>
<td>• select and justify chosen solution using evidence from an analysis of the options.</td>
<td>• select and justify chosen solution using evidence from an analysis of the options.</td>
<td>• choose and explain the merits of that solution.</td>
<td>• choose a potential solution.</td>
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# Accessing and Analyzing Information

Students can gather, evaluate and synthesize information.

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<tbody>
<tr>
<td>1. Use appropriate research tools, including technology and digital media, to access and organize information from multiple sources.</td>
<td>I can ● identify and determine efficient and effective tools to obtain needed information from multiple sources; ● access a comprehensive body of information that fits the intended purpose; ● identify multiple ways of categorizing information and justify the use of one to match the intended purposes.</td>
<td>I can ● identify and choose appropriate tools to obtain needed information from multiple sources; ● access information from multiple sources utilizing those tools; ● organize information obtained into relevant and applicable categories.</td>
<td>I can ● identify a variety of tools that can be applied to gathering information; ● gather information through the use of technology and other tools; ● categorize information gathered.</td>
<td>I can ● search for information using limited techniques ● describe or summarize information from multiple sources.</td>
</tr>
<tr>
<td>2. Analyze the accuracy, bias, and usefulness of information.</td>
<td>I can ● synthesize multiple sources to identify significant similarities and differences. ● analyze the intentional</td>
<td>I can ● Compare and contrast multiple sources to identify similarities and differences ● identify and assess</td>
<td>I can ● Identify main ideas in multiple sources, ● identify prominent perspectives and assumptions in</td>
<td>I can ● use predetermined questions to identify key information/main idea, ● use predetermined</td>
</tr>
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</table>
3. Synthesize and analyze information from multiple sources to draw conclusions and/or ask questions.

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<tr>
<th>or unintentional influence of perspectives and assumptions in sources</th>
<th>the influence of perspectives and assumptions in multiple sources on interpretation of events</th>
<th>Categorize sources based on analysis and determine which are useful.</th>
<th>questions to identify perspective in sources.</th>
</tr>
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<tbody>
<tr>
<td>apply analysis of sources to identify most useful and valid information.</td>
<td>apply analysis of sources to determine usefulness and validity.</td>
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I can
- consolidate and evaluate information from multiple sources to identify important and relevant relationships.
- draw well-reasoned conclusions and ask relevant questions that identify gaps in the body of information used.

I can
- consolidate and analyze information from multiple sources to identify relationships.
- draw conclusions or ask relevant questions about the information gathered.

I can
- categorize and label information from multiple sources to identify connections
- draw conclusions about the information gathered.

I can
- summarize information from multiple sources.
- ask basic questions about the information gathered.
## Clear and Effective Communication

Students can clearly convey meaning and ideas to varied audiences using different modes.

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<tr>
<td>1. Demonstrate organized communication through varied modes (oral, written, visual and/or performance).</td>
<td>I can • enhance my communication through the sequence and presentation of ideas • use conventions of different modes of communication (oral, written, visual, and/or performance) intentionally and strategically to express ideas clearly.</td>
<td>I can • present information and ideas coherently, with logical sequence; • apply conventions of different modes of communication (oral, written, visual, and/or performance) to express ideas clearly.</td>
<td>I can • organize information to communicate my ideas and responses; • use limited conventions of different modes of communication (oral, written, visual, and/or performance) to express ideas.</td>
<td>I can • repeat information that has been presented to me. • select a mode of communication (oral, written, visual, and/or performance).</td>
</tr>
<tr>
<td>2. Collect, analyze and respond to information gathered from active listening. (SEL 4A)</td>
<td>I can • synthesize and evaluate information gathered through active listening (including during discussions, presentations, videos, etc.)</td>
<td>I can • consolidate and analyze information gathered through active listening (including during discussions, presentations, videos, etc.) and determine main ideas and responses.</td>
<td>I can • gather information through active listening (including during discussions, presentations, videos, etc.) and determine main ideas and responses.</td>
<td>I can • participate as a listener to a variety of discussions, presentations, videos, etc.; • identify information gathered through active listening.</td>
</tr>
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</table>
| 3. Use evidence and logic purposefully in communication. | I can  
- incorporate the most relevant and effective evidence to justify my purpose; 
- Use sound reasoning to present ideas and address counterarguments to achieve my purpose. | I can  
- incorporate evidence that enhances purposeful communication; 
- Use sound reasoning to present ideas to achieve my purpose. | I can  
- select evidence that connects to my purpose; 
- organize and present ideas based on purpose. | I can  
- identify evidence that could relate to my purpose; 
- Share ideas that relate to my purpose. |
|---|---|---|---|---|
| 4. Select and use communication strategies (including technology and digital media) appropriate to the audience, context, and purpose. (SEL 4C) | I can  
- select and use a strategic method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) that effectively addresses the audience, context and purpose; 
- integrate conventions and select effective communication tools to best address | I can  
- select and use a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) that fits the audience, context and purpose; 
- use conventions and tools of selected communication method effectively for intended audience, | I can  
- select and use a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) to present ideas; 
- use communication tools to attempt to address needs of audience, context and purpose. | I can  
- use a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) to present ideas; 
- identify audience and purpose of communication. |
| 5. Select and use communication strategies and interpersonal skills to collaborate with others. (SEL 2A, 3A, 4A, 4B, 4C) | I can • strategically select and use methods of speaking, listening and responding that enhance productivity and respect in collaboration. | I can • select and use methods of speaking, listening and responding that promote productive and respectful collaboration. | I can • use varied methods of speaking, listening and responding in an attempt to collaborate productively and respectfully. | I can • identify ways of speaking, listening and responding and how they might impact others in a group. |
### Initiative, Self-Direction and Accountability

Students can set goals, reflect on their learning, and produce quality results.

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<tr>
<td>1. Apply knowledge to set goals, make decisions and assess new opportunities. <em>(SEL 2C, 5C)</em></td>
<td>I can</td>
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<tr>
<td></td>
<td>● evaluate and integrate relevant information to set strategic goals;</td>
<td>● gather and apply information from diverse sources to set goals;</td>
<td>● gather information from multiple sources to set goals;</td>
<td>● set goals;</td>
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<td>● integrate information from diverse sources to make effective progress toward goals;</td>
<td>● use information to make informed decisions that result in progress toward my goals;</td>
<td>● make decisions that relate to goals;</td>
<td>● identify new opportunities that relate to goals;</td>
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<tr>
<td></td>
<td>● create, evaluate and select opportunities to make effective progress toward goals.</td>
<td>● identify and evaluate new opportunities in relation to my goals.</td>
<td>● identify new opportunities that connect to goals.</td>
<td>● identify possible opportunities.</td>
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<tr>
<td>2. Demonstrate flexibility, including the ability to incorporate new ideas and information to adjust goals and actions. <em>(SEL 2C)</em></td>
<td>I can</td>
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<td>● revise and strategically adjust my goals by seeking out, analyzing and incorporating new information and perspectives;</td>
<td>● revise and adjust my goals by reflecting on and incorporating new information and perspectives;</td>
<td>● examine my goals by considering new information and perspectives;</td>
<td>● identify new information and perspectives that relate to my goals;</td>
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<td></td>
<td>● assess progress</td>
<td>● monitor my progress toward goals and</td>
<td>● reflect on my progress toward goals.</td>
<td>● monitor progress in relation to goals.</td>
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<tr>
<td>3. Identify and analyze personal strengths, challenges, and possibilities and apply strategies for improvement.</td>
<td>I can</td>
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<tr>
<td><strong>toward goals, identifying relevant information and feedback to design new and/or improved approaches.</strong></td>
<td>assess and evaluate personal strengths and challenges in different areas and settings; use observations about strengths and challenges to strategically select effective options; select and use strategies that successfully improve performance.</td>
<td>I can identify and examine personal strengths and challenges in different areas and settings; use observations about strengths and challenges to identify options; identify and utilize strategies to overcome challenges, build on strengths, and/or improve performance.</td>
<td>identify personal strengths and/or challenges in different areas and settings; make observations about those strengths or challenges; identify ways to utilize strengths or strategies to improve.</td>
<td>identify possible areas of strength and challenge; identify possible effects of strengths and challenges; identify possible ways to use strengths.</td>
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<tr>
<th>4. Demonstrate initiative and responsibility for learning by applying knowledge and seeking support. (SEL 1C, 1D)</th>
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<td><strong>I can</strong></td>
<td>create and select effective actions to further learning or make progress on a task; make effective progress on a task by assessing and selecting strategies to deepen my learning.</td>
<td>take action to further learning or make progress on a task; add to my learning or make progress on a task by applying strategies to find and use supports.</td>
<td>identify actions that could further learning or result in progress on a task; identify strategies to find supports related to my learning or task.</td>
<td>identify areas of learning or steps related to a task; identify the need for support.</td>
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<th>5. Demonstrate</th>
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<tbody>
<tr>
<td>reliability and concern for quality. (SEL 1D, 2A, 5C)</td>
<td>● prioritize and take actions to meet deadlines/commitments or ask for and propose an appropriate adjustment; ● produce high quality work through attention to detail and by seeking and addressing feedback.</td>
<td>● meet deadlines/commitments or ask for an appropriate adjustment. ● produce complete, quality work and address feedback.</td>
<td>● attempt to meet deadlines/commitments and identify when adjustments are needed; ● produce work that partially addresses requirements and attempt to address feedback.</td>
<td>● identify my assignments/commitments and due dates; ● produce work and summarize feedback provided.</td>
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## Citizenship and Civic Responsibility

Students can contribute positively to their communities and demonstrate respect for differences.

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</table>
| 1. Demonstrate awareness and consideration for self, others and the larger community. (SEL 1A, 2A, 3A, 3B) | I can  
- recognize and address the patterns and conflicts among perspectives, positions, and values of myself, others, and the larger community.  
- anticipate how my words and actions may be interpreted by or impact others  
- purposefully select words, actions, mindsets and behaviors to meet the needs of others and myself. | I can  
- identify perspectives, positions, and values of myself, others, and the larger community.  
- make choices with my words, actions, mindsets and behaviors that strive to address the needs of myself, others and the community. | I can  
- identify my own perspectives, positions and values and broadly identify perspectives, positions and values of others.  
- recognize and reflect on how my words, actions, attitudes and behaviors impact others and the community. | I can  
- identify my own perspectives, positions and values.  
- recognize that my words, actions, attitudes and behaviors impact others. |
| 2. Demonstrate knowledge of and respect for diverse | I can  
- evaluate the impact of cultures, | I can  
- explain and describe cultures, perspectives | I can  
- Describe cultures, perspectives and contributions by | I can  
- identify the cultures and perspectives of different demographic |
3. Make decisions that consider ethical and societal factors and community impact.  
(SEL 2B, 3C, 5A)

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<td>align my decisions with ethical principles by anticipating impact; take actions that promote ethical principles and help to resolve conflicts, promote equity and/or solve community problems.</td>
<td>reflect on the impact and results of my decisions on others; choose actions and words that demonstrate consideration of ethical principles and community context.</td>
<td>recognize the impact that my decisions have on others. recognize actions and words that demonstrate consideration of ethical principles and community context.</td>
<td>identify the impact that a decision has on others. identify actions and words that demonstrate ethical principles.</td>
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4. Participate in and contribute to the

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<tr>
<td>select or create</td>
<td>Identify and participate</td>
<td>participate in</td>
<td>identify opportunities</td>
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opportunities that address needs I have identified in my community and/or align with my beliefs and interests.

opportunities in the community.

to participate in the community.