

Communication

Students will utilize space and materials to understand and/or convey meaning to an intended audience.

| Power Standard | Beginning | Developing | Proficient | Advanced |
|--------------------------------|--|---|--|--|
| Self-awareness | <p>I am attentive and responsive to verbal cues.</p> <p>I can explain the importance that context and audience has when communicating with others.</p> | <p>I am attentive and responsive to verbal and nonverbal cues.</p> <p>I can adapt my communication depending on the expectations of the context and audience.</p> | <p>I can listen respectfully and empathetically by demonstrating appropriate nonverbal behavior.</p> <p>I can demonstrate the importance of context, audience, formality and cultural differences in my communication.</p> | <p>I give my full attention when others are speaking and ask questions that deepen understanding.</p> <p>I can demonstrate and reflect on the importance of context, audience, formality and cultural differences in my communication.</p> |
| Message | <p>I can communicate a message through careful word choice.</p> | <p>I can share ideas clearly and support them with careful word choice.</p> | <p>I can convey a message through intentional word choice and content specific language and knowledge.</p> | <p>I can convey a complex and clear message through insightful word choice and content specific language and knowledge.</p> |
| Establishing Meaning | <p>I can use a provided tool to communicate a message to an audience.</p> | <p>I can select and use the appropriate communication tools for the message and audience.</p> | <p>I can use communication tools to engage a target audience and achieve communication goals.</p> | <p>I can craft sophisticated and creative presentations in a variety of forms.</p> |
| Delivery and Expression | <p>I can speak, write, respond and/or perform while using a provided mode of presentation.</p> | <p>I can speak, write, respond or perform with a clear and effective style while using a provided mode of presentation.</p> | <p>I can speak, write, respond or perform using a mode of presentation that I have chosen, while paying careful attention to the intended audience.</p> | <p>I can speak, write, respond or perform using a mode of presentation that I have chosen; in addition, I can evaluate and reflect on how I have impacted the intended audience.</p> |
| Monitoring and Adapting | <p>I can monitor my own level of active engagement with consistent support.</p> | <p>I can monitor my own understanding and level of active engagement with limited support.</p> | <p>I can monitor my own understanding and level of active engagement.</p> | <p>I can monitor my own understanding and level of active engagement and adjust as necessary.</p> |

Self Direction:

Students will initiate and manage personal learning, and demonstrate a “growth” mindset, through self-awareness, goal-setting, ownership, perseverance, managing learning, and self-reflection in order to develop personal goals.

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|--------------------------|--|--|--|--|
| SELF-AWARENESS | I can identify my strengths and weaknesses with consistent support. | I can identify my strengths and weaknesses with guidance and support. | I can reflect on my past assignments to identify my strengths and weaknesses with limited guidance and support. | I can use examples from my work to evaluate my progress in overcoming barriers and expanding my strengths. |
| GOAL-SETTING | I can set a goal with consistent support. | I can set a goal and create steps to accomplish my goal with support. | I can set a goal and create steps to accomplish my goal with limited support. | I can set a goal and create steps to accomplish my goal, seeking additional resources to support or extend my learning. |
| OWNERSHIP | I can initiate and take ownership of my learning with consistent support. | I can initiate and take ownership of my learning with support; asking relevant questions as needed to complete a task. | I can initiate and take ownership of my learning with limited guidance and support; asking relevant questions and engaging with others to generate learning goals. | I can initiate and take ownership of my learning; asking relevant questions and seeking out ways to extend my learning beyond the task. |
| PERSEVERANCE | I can use positive self-talk or other strategies to overcome challenges with consistent support. | I can use positive self-talk or other strategies to help me overcome challenges with support. | I can use positive self-talk or other strategies to help me persevere through challenges with limited support. | I can use positive self-talk or other strategies to help me persevere through challenges, serving as a role model for my peers. |
| MANAGING LEARNING | I can use strategies to stay focused and find task resources with consistent support. | I can use strategies to manage my learning and maintain focus while using task resources with support. | I can use strategies to manage my learning and time while staying focused and using task resources with limited support. | I can use strategies to manage my learning and time while staying focused and using task resources. |
| SELF-REFLECTION | I can reassess assignments to make changes to improve my work with support. | I can reassess assignments using a rubric to improve the quality of my work. | I can reassess assignments while evaluating my progress on a rubric. | I can reassess my assignments to transform my mistakes into new learning while tracking my effort, work quality, and progress toward meeting my goals on a rubric. |

Innovation:

Students will interpret experiences and imagine and play with new possibilities in order to create approaches that are unique and meaningful.

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|---|--|--|--|--|
| CULTIVATING & EVALUATING IDEAS | I can identify multiple directions, examine possible combinations, and consider alternatives with consistent support. | I can identify multiple directions, examine possible combinations, and consider alternatives with guidance and support. | I can identify multiple directions, examine possible combinations, and consider alternatives with limited guidance and support. | I can identify multiple directions, examine possible combinations, and consider alternatives. |
| EXPERIMENTING | I can experiment with ways to expand the idea further with consistent support. | I can experiment with ways to expand the idea further with guidance and support. | I can experiment with ways to expand the idea further with limited guidance and support. | I can experiment with ways to expand the idea further, |
| TOLERATING RISK & AMBIGUITY | I can draw on and learn from mistakes and recognize when taking a new approach is appropriate with consistent support. | I can draw on and learn from mistakes and recognize when taking a new approach is appropriate with guidance and support. | I can draw on and learn from mistakes and recognize when taking a new approach is appropriate with limited guidance and support. | I can draw on and learn from mistakes and recognize when taking a new approach is appropriate. |

Collaboration:
Students will demonstrate the ability to work with other people in a process that requires interdependence to solve a problem, achieve a goal, or complete a task.

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|--------------------------------------|--|---|---|---|
| SELF-AWARENESS | I can assume responsibility for my own behavior, work quality and contribution to the group with consistent support. | I can assume responsibility for my own behavior, work quality, and contribution to the group's goals as an active member with guidance and support. | I can assume responsibility for my own behavior, work quality, and contribution to the group's goals as an active member with limited guidance and support. | I can assume responsibility for my own behavior, work quality, and contribution to the group's goals, demonstrating initiative and leadership. |
| COMMUNICATING | I can emphasize inclusion of all members and encourage participation during group dialogue, ensuring all members have a voice with consistent support. | I can openly share ideas and concerns, and listen to different perspectives with an open mind, encouraging inclusion and participation from all group members, ensuring all members have a voice with guidance and support. | I can openly share ideas and concerns, and listen to different perspectives to find common ground, encouraging inclusion and participation from all group members, ensuring all members have a voice with limited guidance and support. | I can encourage and consider expression of multiple perspectives and work towards consensus, emphasizing the inclusion of all members and participation from all group members, ensuring all members have a voice. |
| CONTRIBUTING & SUPPORTING | I can assume responsibility for individual and group contributions, recognizing specific strengths and needs of group members with consistent support. | I can identify strengths in others within the group, recognizing ways to utilize strengths, while providing help for those who may need it in the group with guidance and support. | I can identify strengths in others within the group, recognizing ways to utilize strengths, while providing help for those who may need it in the group with limited guidance and support. | I can identify strengths in others within the group, recognizing ways to utilize strengths, while providing help for those who may need it in the group reflecting on ways to improve my contribution to future collaborative opportunities. |
| MONITORING AND ADAPTING | I can problem solve by identifying needs for different strategies, and regulate my behavior to help the group be successful with consistent support. | I can analyze problems, identify the need for different strategies, and regulate my behavior while monitoring the group as I work, adjusting to meet preferences of group members to reach success with guidance and support. | I can analyze problems, identify needs for different strategies, and adjust accordingly to meet individual and group needs, regulating my behavior to promote team cohesiveness with limited guidance and support. | I can analyze problems, identify needs for different strategies, and adjust accordingly to meet individual and group needs, promoting and contributing to a positive group dynamic, putting the success of the group ahead of personal interests. |