

HIGH SCHOOL PROFILE OF A GRADUATE PROFICIENCY SCALES

DISPOSITION	Novice	Approaching	Proficient	Advanced
Critical Thinking	<i>Learners systematically go beyond knowledge reproduction to reason, organize, summarize, interpret, analyze, and synthesize information in ways that generate new understanding.</i>			
	Learners need support to <ul style="list-style-type: none"> <input type="checkbox"/> analyze information <input type="checkbox"/> interpret information <input type="checkbox"/> synthesize information 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> summarize information <input type="checkbox"/> utilize problem solving steps <input type="checkbox"/> analyze information using a graphic organizer <input type="checkbox"/> synthesize information using a graphic organizer 	Learners independently: <ul style="list-style-type: none"> <input type="checkbox"/> analyze and interpret information <input type="checkbox"/> synthesize information from a variety of sources and background knowledge <input type="checkbox"/> assess evidence to justify a claim <input type="checkbox"/> construct a claim using evidence within the text 	Learners show they can: <ul style="list-style-type: none"> <input type="checkbox"/> use systems thinking to analyze and synthesize complex information <input type="checkbox"/> construct and present an argument with a claim and evidence
Communication	<i>Learners connect and share ideas; and select an appropriate format to express thoughts and ideas with integrity and appropriate digital citizenship.</i>			
	Learners need support to <ul style="list-style-type: none"> <input type="checkbox"/> express thoughts and ideas <input type="checkbox"/> connect with others in a positive way <input type="checkbox"/> write to communicate <input type="checkbox"/> share an oral presentation <input type="checkbox"/> engage in discussions 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> connect with others <input type="checkbox"/> engage in conversations <input type="checkbox"/> listen to others effectively <input type="checkbox"/> organize ideas and information to prepare a communication 	Learners independently: <ul style="list-style-type: none"> <input type="checkbox"/> express thoughts and ideas through multiple communication formats <input type="checkbox"/> connect with others in a positive way <input type="checkbox"/> write to communicate <input type="checkbox"/> share oral presentations <input type="checkbox"/> engage in discussions <input type="checkbox"/> utilize digital media to produce and publish 	Learners show they can: <ul style="list-style-type: none"> <input type="checkbox"/> publish communications for a broader audience – local, regional, or global community <input type="checkbox"/> examine and convey complex concepts through multiple communication formats
Creativity	<i>Learners take risks to develop and revise ideas.</i>			
	Learners need support to <ul style="list-style-type: none"> <input type="checkbox"/> design products <input type="checkbox"/> design or solutions <input type="checkbox"/> revise designs <input type="checkbox"/> apply critical thinking 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> use flexible thinking <input type="checkbox"/> generate multiple ideas <input type="checkbox"/> adapt existing ideas or products 	Learners independently: <ul style="list-style-type: none"> <input type="checkbox"/> design products or solutions <input type="checkbox"/> revise designs based on feedback <input type="checkbox"/> take risks to facilitate learning and new ideas <input type="checkbox"/> apply critical thinking 	Learners show they can: <ul style="list-style-type: none"> <input type="checkbox"/> innovate by creating “out of the box” ideas for products and solutions <input type="checkbox"/> impact the local, regional, or global community with innovation
Resilience	<i>Learners persist on the path toward physical and mental wellness despite impediments and challenges by defining and developing solutions to existing or future problems.</i>			
	Learners need frequent reminders to <ul style="list-style-type: none"> <input type="checkbox"/> have a positive self-view <input type="checkbox"/> connect with others for support <input type="checkbox"/> manage feelings <input type="checkbox"/> manage impulses <input type="checkbox"/> make plans <input type="checkbox"/> propose solutions <input type="checkbox"/> create steps to solve a problem 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> manage feelings <input type="checkbox"/> manage impulses <input type="checkbox"/> make plans <input type="checkbox"/> propose solutions <input type="checkbox"/> create steps to solve a problem <input type="checkbox"/> connect with others for support 	Learners independently: <ul style="list-style-type: none"> <input type="checkbox"/> have a positive self-view <input type="checkbox"/> manage feelings <input type="checkbox"/> demonstrate self-control <input type="checkbox"/> make realistic plans <input type="checkbox"/> propose and develop solutions <input type="checkbox"/> take steps to solve a problem <input type="checkbox"/> rely on others when needed 	Learners show they can: <ul style="list-style-type: none"> <input type="checkbox"/> have a positive self-view and confidence in strengths and abilities <input type="checkbox"/> manage feelings and demonstrate self-control <input type="checkbox"/> propose and develop solutions to a real-world problem <input type="checkbox"/> take steps to solve a real-world problem <input type="checkbox"/> rely on others when needed

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Collaboration	<i>Learners work together, resolving controversy and conflict through respectful negotiation.</i>			
	Learners need frequent reminders to <ul style="list-style-type: none"> <input type="checkbox"/> follow the rules of the classroom and school <input type="checkbox"/> cooperate and work in partnerships, small, or large groups <input type="checkbox"/> interact respectfully as a team <input type="checkbox"/> listen to ideas, opinions, and skills of others 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> follow the rules of the classroom and school often <input type="checkbox"/> cooperate and work in partnerships, small, or large groups <input type="checkbox"/> interact respectfully as a team <input type="checkbox"/> listen to ideas, opinions, and skills of others 	Learners independently: <ul style="list-style-type: none"> <input type="checkbox"/> recognize the value of and follow the rules of the classroom and school <input type="checkbox"/> cooperate and work flexibly in partnerships, small, or large groups <input type="checkbox"/> share responsibility and interact respectfully to be productive both individually and as a team <input type="checkbox"/> understand ideas, opinions, and skills of others 	Learners show they can: <ul style="list-style-type: none"> <input type="checkbox"/> collaborate in the process of creating rules and norms <input type="checkbox"/> accept and give constructive feedback in a positive way <input type="checkbox"/> show leadership and initiative as a contributing global citizen; act on constructive feedback
Compassion	<i>Learners demonstrate their understandings of the complexities of cultures and global issues and see viewpoints beyond their own in order to positively impact the world around them.</i>			
	Learners need frequent reminders to <ul style="list-style-type: none"> <input type="checkbox"/> listen to information from different viewpoints with respect <input type="checkbox"/> recognize their own perspectives and values 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> listen to information from different viewpoints with respect <input type="checkbox"/> recognize their own perspectives and values 	Learners independently: <ul style="list-style-type: none"> <input type="checkbox"/> show kindness and empathy <input type="checkbox"/> consider information from different viewpoints with respect <input type="checkbox"/> recognize their own and others' perspectives and values 	Learners show they can: <ul style="list-style-type: none"> <input type="checkbox"/> explain the cultural impacts of their decisions, the decisions of others, articulating perspectives and showing empathy <input type="checkbox"/> exhibit character and take-action as a contributing global citizen to improve conditions in our community
Responsibility	<i>Learners actively engage in their learning and demonstrate responsibility, organization, and perseverance.</i>			
	Learners need frequent reminders to <ul style="list-style-type: none"> <input type="checkbox"/> follow expectations for participation <input type="checkbox"/> complete work 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> follow expectations for participation <input type="checkbox"/> complete work in a timely manner often 	Learners independently: <ul style="list-style-type: none"> <input type="checkbox"/> follow expectations for organization and participation <input type="checkbox"/> engage curiosity and collaboration, taking pride in completing work well 	Learners show they can: <ul style="list-style-type: none"> <input type="checkbox"/> actively pursue achievement with a sense of importance and student agency <input type="checkbox"/> find passion and value in a task; persist with resilience and stretch oneself despite difficulties
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Reflection	<i>Learners take ownership in their learning by being empowered to take multiple pathways to demonstrate understanding and mastery.</i>			
	Learners need support to <ul style="list-style-type: none"> <input type="checkbox"/> maintain expected behavior <input type="checkbox"/> spend time thinking about their learning <input type="checkbox"/> self-assess their strengths and areas of growth <input type="checkbox"/> set goals for their academic learning and the dispositions of a profile of a graduate <input type="checkbox"/> design a plan to attain their goals 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> manage their behaviors <input type="checkbox"/> participate in reflection activities <input type="checkbox"/> participate in self-assessment activities <input type="checkbox"/> participate in a guided process for setting goals <input type="checkbox"/> participate in a guided process for implementing goals 	Learners independently: <ul style="list-style-type: none"> <input type="checkbox"/> manage behaviors and consider the impact <input type="checkbox"/> spend time thinking about their learning <input type="checkbox"/> self-assess their strengths and areas of growth <input type="checkbox"/> set goals for their academic learning and the dispositions of a profile of a graduate <input type="checkbox"/> design a plan to attain their goals <input type="checkbox"/> utilize feedback 	Learners show they can: <ul style="list-style-type: none"> <input type="checkbox"/> make reflection a deliberate practice <input type="checkbox"/> utilize peer feedback to enhance learning <input type="checkbox"/> seek out additional support and information to achieve goals <input type="checkbox"/> implement personal learning goals that facilitate a regional or global contribution