



# Impact Continua and Scales

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**DRAFT**

This document contains potential continua and scales for the school's Impacts. The continua were developed to help with common dialogue around what constitutes the various Impacts and what the "look fors" might be at various stages of a student's career. The scales offer a simple and consistent way to provide feedback to students in ways appropriate to both cognitive skills and dispositions.

First each cognitive skill and disposition is broken into a small number of "Performance Areas" (listed at the top of each table) that represent some of the core characteristics of "doing" or "demonstrating" the disposition. Under each of these are a small number of "Performance Indicators" that were selected and aligned with Performance Areas and developmental stages. These are **not** standards or criteria to be checked off. Instead, they are meant to provide a brief description of the types of things (among many) that a student would demonstrate to show that their skills and dispositions are developing and being demonstrated to a level expected. They are not tick boxes, but samples of demonstrable traits and elements of these skills.

However, it may be best to acknowledge what these continua are not . . . they are not and never will be:

- Perfect
- Comprehensive
- All-encompassing
- Bullet proof

They are, however, an attempt to help us come to common understanding (along with students) and answer the first of our two driving questions when it comes to achieving ISC’s Mission and Vision for student learning as articulated through its Impacts:

1. What does it look like?
2. How do we know?

## ***Cognitive Skills Scale***

| <b>Not Evident</b>   | <b>Developing</b>   | <b>Approaching</b>   | <b>Target</b>   | <b>Extending</b>  |
|--|---|--|---|---|
| <p>Elements of this skill have not been demonstrated.</p> <p><i>Note: This is not a “0”, but “Not Evident” is simply a “null” and not included in and consolidation of performance data.</i></p> | <p>Student applies this skill by following the provided or sample strategies and tools.</p> | <p>Student consciously applies tools and strategies appropriate to the task.</p>   | <p>Student adapts tools and strategies to apply these skills in novel situations.</p>                               | <p>Student extends and adapts tools and strategies when opportunity arises.</p>   |
|  | <p>The student demonstrates some of the indicators in the target area.</p>                  | <p>The student consciously selects appropriate application of this skill that relate to many of the indicators in the target area.</p> | <p>Student demonstrates a secure level of performance that relate to many of the indicators in the target area.</p> | <p>Student demonstrates a level of performance beyond what is expected and uses this to be very successful at the task.</p> |

## **Dispositions Scale**

| Not Evident   | Emerging (U-I)   | Developing (C-I) | Developed (C-C)   | Highly Developed (U-C)   |
|---|--|------------------|---|--|
| Elements of this disposition have not been demonstrated in the context of this task.<br><i>Note: This is not a "0", but "Not Evident" is simply a "null" and not included in and consolidation of performance data.</i> | Student demonstrates a capacity for this disposition as part of their existing set of personal traits.           |                  | Student demonstrates this disposition as a part of their conscious efforts to be successful at this task. | Student demonstrates this disposition at a highly developed.                           |
|   | Disposition is somewhat innate and undeveloped, and direct support is required.                                  |                  | Applies tools and strategies at a reasonable level.   | Disposition is firmly embedded as a positive personal trait.                           |
|   | Some elements are demonstrated, but often with limited capability and without a great deal of conscious purpose. |                  | Student may need limited support or direction to engage this disposition                                  | Disposition is enacted as a part of seeking success, often automatic and effortlessly. |

## ***Impact Continua***

### ***Learning and Innovation Skills***

| <b>Creativity and Innovation</b> |   |  |   |
|----------------------------------|---|--|---|
|                                  | <b>Generate Ideas (C)</b>   | <b>Explore Ideas, Needs and Opportunities (C)</b>  | <b>Apply and Execute Ideas (C)</b>  |
| <b>EY</b>                        | <ul style="list-style-type: none"> <li>Generates many ideas in response to a question.</li> <li>Ideas are, by necessity, largely ego-centric</li> <li>Demonstrates openness and originality in creating new things</li> <li>Elaborates within given structures</li> <li>Generates ideas that are fantastical without the realization that ideas are perhaps not concretely applicable.</li> </ul> | <ul style="list-style-type: none"> <li>Engages in discovery, exploration, and experimentation to reach unexpected answers</li> <li>Seeks authority (teacher/adult) as a resolution to ambiguity</li> <li>Demonstrates an ability to analyze, often based on pre-determined categories</li> <li>Demonstrates and emerging personal aesthetic in response to the creative ideas of others</li> <li>Explores a simple need or opportunity through the perspective of another person or group</li> </ul> | <ul style="list-style-type: none"> <li>Intuitively follows gut instincts, without understanding what motivates them</li> <li>Attention to a single idea may be short lived</li> <li>Develops a simple plan to complete a creative process or execute and idea</li> <li>Develops a simple plan to test their idea</li> <li>Reflects, with prompts, on the level to which their work expresses an original idea or takes a novel yet feasible approach to a problem or opportunity</li> </ul> |
| <b>ES</b>                        | <ul style="list-style-type: none"> <li>Identifies an application for an idea in the real world.</li> <li>Uses imagination to view or create things in new ways and connect two things that seem different.</li> <li>Expands on known ideas to create new and imaginative combinations.</li> <li>Uses materials or knowledge or</li> </ul>   | <ul style="list-style-type: none"> <li>Begins to develop an awareness to ambiguity, an ability to infer from implication, make reasoned and supported guesses</li> <li>Demonstrates continuity in the aesthetic sensibilities he/she brings to their creative work</li> <li>Begins to develop an awareness to</li> </ul>   | <ul style="list-style-type: none"> <li>Uses materials or knowledge or techniques in non-traditional ways.</li> <li>Sees mistakes as learning opportunities.</li> <li>Identifies and compares creative ideas to think broadly about a given situation or problem.</li> <li>Creates and tests prototypes of</li> </ul>  |

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|           | <p>techniques in non-traditional ways</p> <ul style="list-style-type: none"> <li>• Begins to use divergent thinking to generate ideas</li> </ul>   | <p>ambiguity, an ability to infer from implication, make reasoned and supported guesses</p> <ul style="list-style-type: none"> <li>• Generates ideas for solutions to problems and asks questions in order to create unusual, unique, or clever products.</li> <li>• Begins to empathizes with another as a pathway for developing more suitable solutions</li> </ul> | <p>ideas and products</p> <ul style="list-style-type: none"> <li>• Investigates options and predicts possible outcomes when putting ideas into action.</li> </ul>   |
| <b>MS</b> | <ul style="list-style-type: none"> <li>• Adapts, improves, modifies and expands existing thoughts or ideas to create products/solutions.</li> <li>• Combines ideas in a variety of ways and from a range of sources to create new possibilities</li> <li>• Offers original ideas and shares or advocates thinking that deviates from convention</li> <li>• Uses inference to generate ideas and implications</li> </ul> <p>Uses models, prototypes and simulations to explore complex systems and issues and propose solutions/ideas</p> | <ul style="list-style-type: none"> <li>• Builds purposefully on the ideas of others</li> <li>• Discusses and revises ideas through trial and error</li> <li>• Sees links between seemingly unrelated ideas</li> <li>• Realizes that multiple sources can help resolve ambiguity</li> <li>• Looks and thinks from multiple perspectives</li> </ul>                     | <ul style="list-style-type: none"> <li>• Discusses and revises ideas through trial and error.</li> <li>• Generates ideas for solutions to problems and asks questions in order to create unusual, unique or clever products.</li> <li>• Predicts possibilities and identifies and tests consequences when seeking solutions and putting ideas into action.</li> <li>• Assesses and tests options to identify the most effective solution and to put ideas into action.</li> <li>• Begins to understand the complexity of feasibility in realizing ideas.</li> </ul> |
| <b>HS</b> | <ul style="list-style-type: none"> <li>• Creates and connects complex ideas using imagery, analogies and symbolism.</li> <li>• Produces unique ideas with minimal support.</li> <li>• Generates multiple possibilities as a</li> </ul>   | <ul style="list-style-type: none"> <li>• Actively seeks multiple perspectives, looks at information non judgmentally/without bias,</li> <li>• Embraces complexity and ambiguity: see these as a manageable challenge.</li> </ul>  | <ul style="list-style-type: none"> <li>• Takes a sophisticated idea and breaks it into parts in order to realize it in the world.</li> <li>• Extrapolates from prototyping experiences to develop a highly refined solution, idea or product</li> </ul>   |

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|  | <p>result of inference.</p> <ul style="list-style-type: none"> <li>• Synthesizes divergent perspectives and ideas into original thought</li> <li>• Ideas are highly authentic and valuable.</li> </ul> | <ul style="list-style-type: none"> <li>• Can quickly and calmly change focus and goals as the situation demands</li> <li>• Demonstrates a confident personal aesthetic</li> <li>• Visualizes the connection between seemingly unrelated ideas and independently produces solutions that are fresh, unique, original, and well-developed</li> </ul> | <ul style="list-style-type: none"> <li>• Anticipates and develops strategies to overcome obstacles.</li> <li>• Makes unusual associations and provides a variety of solutions to problems</li> <li>• Assesses risks and explains contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action.</li> </ul> |
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| <b>Critical and Solution Focused Thinking</b> |  |   |  |   |
|---|--|---|--|---|
|   | <b>Inquiry and Curiosity (C)</b>   | <b>Make Meaning (C)</b>   | <b>Generate Solutions/Conclusions (C)</b>  | <b>Test Solutions/Conclusions (C)</b>   |
| <b>EY</b>                                     | <ul style="list-style-type: none"> <li>• Formulates simple questions about own environment</li> <li>• Plans a simple investigation, generating ideas for inquiry and pathways to follow questions</li> <li>• Begins to differentiate between pertinent and extraneous information</li> <li>• Organizes information or ideas with the support of a model, template or process</li> <li>• Begins to follow a sequence of questions to</li> </ul> | <ul style="list-style-type: none"> <li>• Connects simple ideas to observations and experiences</li> <li>• Activates prior knowledge in new setting</li> <li>• Narrows questions, problem, or issue</li> <li>• Begins to consolidate meaning from multiple sources and types of evidence</li> <li>• Connect understandings in the world</li> </ul> | <ul style="list-style-type: none"> <li>• Recognizes purpose for inquiry</li> <li>• Use simple data to construct a reasonable explanation to an inquiry</li> <li>• Draw conclusions based on investigation</li> <li>• Apply understandings developed to their world</li> <li>• Communicates solutions/conclusions in basic yet logical manners</li> </ul> | <ul style="list-style-type: none"> <li>• Suggests ways to test whether a solution would serve its intended purpose</li> <li>• Demonstrates an ability to generate simple prototypes of solutions</li> <li>• Understands the nature of a “fair test” and can devise one to test his/her solution or conclusion</li> <li>• Adjusts solution or conclusion based on the data and feedback gathered through prototyping</li> <li>• Subjects own conclusions to simple, logical tests</li> </ul> |

|           | go deeper into area of interest or focus  |   |   |  |
|-----------|---|---|---|--|
| <b>ES</b> | <ul style="list-style-type: none"> <li>• Poses problems and asks questions about how things work and why things happen.</li> <li>• Recognizes patterns in the natural and human worlds and makes applicable observations about them</li> <li>• Poses questions to expand their knowledge about the world.</li> <li>• Poses questions to clarify and interpret information and probe for causes and consequences.</li> <li>• Identifies main ideas and selects and clarifies information from a range of sources.</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies pertinent information in an investigation and separates into smaller parts or ideas.</li> <li>• Asks questions during their investigation that are intended to help them complete the task.</li> <li>• Uses organizational and critical thinking strategies to make sense of information (i.e. observation, comparison, analysis, evaluation, explanation and simple reasoning processes).</li> <li>• Is able to distinguish fact from interpretation when summarizing data or information.</li> <li>• Displays understanding of what the data/information gathered shows through supporting statements of interpretation.</li> </ul> | <ul style="list-style-type: none"> <li>• Solves a problem by collecting some important facts.</li> <li>• Understands that observation and inquiry can be used to guide action and solve problems in deliberate ways.</li> <li>• Identifies and justifies the thinking behind choices they have made.</li> <li>• Adapts and connects own ideas to suggestions to improve solutions for problems.</li> <li>• Can develop explanations or draw conclusions with teacher guidance, then uses the knowledge and evidence obtained to support that explanation/conclusion.</li> </ul> | <ul style="list-style-type: none"> <li>• Conducts evaluations using criteria or tests conclusions through prototypes..</li> <li>• Reflects on, explains and checks the processes used to come to conclusions.</li> <li>• Makes sense of information gathered from diverse sources by identifying misconceptions, conflicting information, point of view and bias with teacher guidance.</li> <li>• With minimal assistance, considers alternative methods, solutions, or perspectives and then selects and adequately tries out alternatives.</li> <li>• Identifies gaps in reasoning and missing elements in information and corrects these.</li> </ul> |
| <b>MS</b> | <ul style="list-style-type: none"> <li>• Locates information from diverse sources and points of view and demonstrates</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognizes similarities across patterns and makes generalizations.</li> </ul>  | <ul style="list-style-type: none"> <li>• Creates 'knowledge products' that adequately represent the blending of</li> </ul>  | <ul style="list-style-type: none"> <li>• Identifies potential influence of personal experience, belief and bias</li> </ul>   |

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|           | <p>self-direction by making independent choices in the selection of resources and information.</p> <ul style="list-style-type: none"> <li>• Critically examines current knowledge, evidence gathered and logic of argument to determine validity of explanations.</li> <li>• Able to use a range of strategies and tools to approach a problem and understands that it may have more than one acceptable solution.</li> <li>• Asks new questions for continuing inquiry.</li> <li>• Designs, conducts, monitors and evaluates a long-term investigation of a question or an idea.</li> </ul> | <ul style="list-style-type: none"> <li>• Determines points of similarity and divergence.</li> <li>• Explicates meaning (interprets and infers) and evaluates significance (critical analysis) of data, observation and information</li> <li>• Classifies data, findings, opinions using a given classification schema.</li> <li>• Critically analyses information and evidence according to criteria such as validity and relevance.</li> </ul> | <p>several information sources and occasionally express ideas beyond those referenced.</p> <ul style="list-style-type: none"> <li>• Makes predictions and extrapolates based on patterns.</li> <li>• Determines which of several possible conclusions is most strongly supported by evidence, or which should be rejected</li> <li>• Draws conclusions that reflect clear and logical links between the information or observations and the interpretations made from them</li> <li>• Uses evidence, applies logic and constructs an argument for a proposed explanation/conclusions.</li> </ul> | <p>on critical process.</p> <ul style="list-style-type: none"> <li>• Able to communicate, document and justify a position or conclusion effectively.</li> <li>• Can look at findings in several new ways and explain choices in their use.</li> <li>• Willing to hold his/her work up to critical appraisal, even when uncertain about his/her thinking; is usually willing to amend thinking when his/her ideas are challenged successfully.</li> <li>• Demonstrates adaptability by changing the focus, questions, strategies, and positions when necessary to achieve success.</li> </ul> |
| <b>HS</b> | <ul style="list-style-type: none"> <li>• Poses questions to critically analyze complex issues and abstract ideas.</li> <li>• Clarifies complex information and ideas drawn from a range of sources.</li> <li>• Formulates categories or</li> </ul>   | <ul style="list-style-type: none"> <li>• Critically analyses independently sourced information to determine bias and reliability.</li> <li>• Uses approaches drawn from areas of logic (i.e. inductive, abductive and deductive reasoning).</li> </ul>  | <ul style="list-style-type: none"> <li>• Draws conclusions from analysis that is well-reasoned, fully supported and based upon best analysis.</li> <li>• Determines which of several conclusions is most strongly supported</li> </ul>   | <ul style="list-style-type: none"> <li>• Gives reasons to support his/her thinking and addresses opposing viewpoints and possible weaknesses in their own positions.</li> <li>• Willing to hold his/her ideas up to critical</li> </ul>  |



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|  | <p>distinctions to understand patterns</p> <ul style="list-style-type: none"> <li>• Connects seemingly unrelated ideas in complex scenarios to better understand them</li> <li>• Formulates rich, thought-provoking questions that are clearly grounded in the issue, subject or area of focus, that guide investigation, and reveals critical thinking skills and prior knowledge.</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies relevant differences, similarities and patterns of findings.</li> <li>• Recognizes similarities across disparate patterns and designs principles to understand and describe them.</li> <li>• Extrapolates and generalizes to identify patterns.</li> </ul> | <p>by evidence, or which should be rejected.</p> <ul style="list-style-type: none"> <li>• Can determine which of several possible conclusions is most strongly warranted or supported by the evidence at hand, or which should be rejected or regarded as less plausible.</li> <li>• Constructs an evidence-based explanation based upon connection between knowledge gained through investigation and existing body of knowledge.</li> <li>• Balances rational and irrational components of a complex or ambiguous problem to evaluate evidence.</li> </ul> | <p>appraisal, even when he/she is uncertain about his/her thinking. Student is willing to amend thinking when his/her ideas are challenged successfully.</p> <ul style="list-style-type: none"> <li>• Clearly states the solution and convincingly proves that it is effective, feasible and acceptable to those involved and better than alternatives.</li> <li>• Analyses reasoning used in finding and applying solutions, and in choice of resources.</li> <li>• Assesses risks and explains contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action.</li> </ul> |
|--|--|--|--|---|

| <b>Communication and Collaboration</b> |  |   |  |  |
|--|--|---|--|--|
|  | <b>Interpretive (C)</b>  | <b>Expressive (C)</b>   | <b>Group Member Skills (C)</b>   | <b>Contribution to Team Success (D)</b>  |
| <b>EY</b>                              | <ul style="list-style-type: none"> <li>• Listens to gain information, asking clarifying questions when needed</li> <li>• Accurately interprets simple visuals used to</li> </ul> | <ul style="list-style-type: none"> <li>• Explores different types and modes of communication</li> <li>• Articulates thoughts and ideas, representative of real and imaginary</li> </ul> | <ul style="list-style-type: none"> <li>• Articulates the value of collaboration when attempting to solve a problem</li> <li>• Works cooperatively</li> </ul> | <ul style="list-style-type: none"> <li>• Actively and respectfully supports the group and its individual members in achieving a common goal</li> <li>• Regularly engages with</li> </ul> |

|           |   |  |   |  |
|-----------|---|--|---|--|
|           | <p>communicate narrative or information</p> <ul style="list-style-type: none"> <li>• Builds on what others say about a communication to inform understanding</li> <li>• Observes and makes sense of multiple modes of information</li> <li>• Identifies what they like about a communication in terms of simple aesthetic preferences and effective techniques</li> </ul> | <p>experiences, clearly and effectively through oral, written, or multimedia communication</p> <ul style="list-style-type: none"> <li>• Applies creativity and aesthetic sensibilities to the communications they undertake</li> <li>• Begins to communicate to an audience beyond her/his self, using narrative as a way to engage others</li> <li>• Begins to choose between modes and mediums best suited to a desired communication</li> </ul> | <p>and productively in small groups</p> <ul style="list-style-type: none"> <li>• Completes tasks which demonstrate shared communication and understanding</li> <li>• Actively listens to the ideas of others</li> <li>• Understands and acts on their role in various groups</li> </ul>   | <p>the group in assessing progress or adaptations needed to succeed</p> <ul style="list-style-type: none"> <li>• Group members can count on this person</li> <li>• Focuses on project goal and finds various ways to contribute to achieving this</li> <li>• Supports and engages other group members</li> <li>• Builds constructively on the ideas and contributions of others</li> </ul>   |
| <b>ES</b> | <ul style="list-style-type: none"> <li>• Listens for understanding</li> <li>• Understands that aural, oral, visual and digital literacy overlap and interprets these modes effectively</li> <li>• Seeks to understand complex messages without passively absorbing them</li> <li>• Makes meaning by thoughtfully engaging in multiple forms of communication</li> </ul>   | <ul style="list-style-type: none"> <li>• Engages with, and can choose from various modes of communication appropriate to goals</li> <li>• Understands and engages in the relationship between communicator and audience</li> <li>• Applies creative capacities to the communications they undertake</li> <li>• Uses knowledge to</li> </ul>  | <ul style="list-style-type: none"> <li>• Accepts leadership roles and is comfortable as a follower or “team player”</li> <li>• Allocates, with support, time and resources in a way that enables him/her to meet goals adequately</li> <li>• Listens and considers other points of view and asks appropriate questions for clarification and understanding</li> </ul> | <ul style="list-style-type: none"> <li>• Listens and considers other points of view and asks appropriate questions for clarification and understanding</li> <li>• Consistently and actively helps promote effective group interaction and expresses ideas and opinions in ways that are sensitive to the feelings or knowledge base of others</li> <li>• Contributes to group maintenance</li> <li>• Demonstrates respect and</li> </ul> |

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|           | <ul style="list-style-type: none"> <li>• Appreciates and recognizes elements of effective communication, including aesthetics and craft</li> </ul>  | <p>construct new knowledge and communicate information</p> <ul style="list-style-type: none"> <li>• Communicates through narrative with clarity, meaning, and perspective</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrates respect and consideration for team members</li> <li>• Engages in back-and-forth or give-and-take dialogue</li> </ul>  | <p>consideration for team members</p> <ul style="list-style-type: none"> <li>• Helps others stay focused and successfully moves the group toward the goal</li> </ul>  |
| <b>MS</b> | <ul style="list-style-type: none"> <li>• Seeks to understand and interpret complex texts from a variety of modes (print, visual, multimedia, etc.)</li> <li>• Demonstrates empathetic and aesthetic awareness when engaging in multiple forms of text</li> <li>• Applies understanding of aesthetic value and technique to form personal interpretation and assessment of communication</li> <li>• Critically analyze communication to gain insights through interpretation</li> <li>• Understands the nature, purpose and context of the communication they encounter</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates an ability to creatively and effectively use many diverse methods of communication</li> <li>• Develops unique perspectives through the creative mixing of elements to impact audience</li> <li>• Focuses communication on important points and utilizes specific techniques to achieve goals</li> <li>• Applies individual style and aesthetic elements to communication where appropriate</li> <li>• Demonstrates an ability to adjust tone, style and message to a wide and diverse range of audiences and platforms</li> </ul> | <ul style="list-style-type: none"> <li>• Exhibits positive leadership and followership traits that contribute to achieving the goal</li> <li>• Reflects on collaborative experiences, recognizing success or failure</li> <li>• Ensures interactions are constructive and make a meaningful contribution to the effective functioning of the group</li> <li>• Contributes effectively within their area of responsibility</li> <li>• Remains engaged, open-minded, flexible, composed and focused, even under stress</li> </ul> | <ul style="list-style-type: none"> <li>• Shares ideas and concerns openly and honestly</li> <li>• Aware of the roles each team member plays in accomplishing shared goals and supports individual members</li> <li>• Offers detailed, constructive feedback when appropriate</li> <li>• Regularly monitors the effectiveness of the group, and makes suggestions to make it more effective</li> <li>• Constructively deals with challenges, changes and ambiguity within group tasks</li> </ul> |

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| <p><b>HS</b></p> | <ul style="list-style-type: none"> <li>• Synthesizes content in a variety of forms</li> <li>• Elevates thinking through critical and knowledgeable interpretation</li> <li>• Interested in others' ideas, probing in appropriate ways to be sure he/she and others fully understand all positions</li> <li>• Considers the perspectives of others while interpreting texts, enriching their understanding of meaning, purpose and craft</li> <li>• Analyzes and interprets visuals and recognizes the impact digital media influences (e.g. design, technique, and rate of speed) have on audiences</li> </ul> | <ul style="list-style-type: none"> <li>• Creates narrative and meaning by combining content from various sources</li> <li>• Communicates effectively through media by eliciting emotional, psychological, physical, and cognitive responses</li> <li>• Applies aesthetic and technical standards to gauge quality of communication product</li> <li>• Uses more sophisticated tools to communicate complex concepts (i.e. mapping techniques, visual representations, multi-media designs, etc.).</li> <li>• Argument/point is clearly stated, supported, and demonstrates extension of thinking and new knowledge</li> </ul> | <ul style="list-style-type: none"> <li>• Willingly aligns his/her own goals to the goals of others, either sacrificing or modifying a personal agenda in the process</li> <li>• Engages in collective intelligence-- the ability to pool knowledge and compare notes with others toward a common goal</li> <li>• Manages conflict effectively in both face-to-face and virtual situations approaching it from the perspective of finding win-win solutions</li> <li>• Applies collaborative tools, skills and strategies independently and appropriately</li> <li>• Reflects on collaborative experiences for the purpose of improvement</li> </ul> | <ul style="list-style-type: none"> <li>• Can put themselves in the mind of others to understand context or subtext</li> <li>• Relates and connects with others for the purpose of leading or empowering</li> <li>• Applies collaborative skills independently and appropriately</li> <li>• Participates in the formulation of, and readily commits to, shared goals for the group</li> <li>• Engages in collective intelligence-- the ability to pool knowledge and compare notes with others toward a common goal</li> </ul> |
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| Information, Media and Technology Skills |                        |                    |                   |                              |
|--|------------------------|--------------------|-------------------|------------------------------|
|  | Information Skills (C) | Media Consumer (C) | Media Creator (C) | Technologically Literate (C) |
| <b>EY</b>                                |                        |                    |                   |                              |
| <b>ES</b>                                |                        |                    |                   |                              |

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| <b>MS</b> |  |  |  |  |
| <b>HS</b> |  |  |  |  |

## *Life and Career Skills*

| <b>Flexibility and Adaptability</b> |  |                            |                                |  |
|-------------------------------------|--|----------------------------|--------------------------------|--|
|                                     | <b>Flexible Thinking (C)</b>   | <b>Outward Mindset (D)</b> | <b>Adaptive Attributes (D)</b> | <b>Responsiveness</b>  |
| <b>EY</b>                           | <ul style="list-style-type: none"> <li>• Navigates multiple situations in the classroom</li> <li>• Listens to other's ideas when working in a group</li> <li>• Uses imagination to view or create things in new ways and connect two things that seem different</li> <li>• Begins to consider the perspectives of others</li> </ul> <p>Accepts challenges and ideas that may be counter to their existing thinking</p> |                            |                                |  |
| <b>ES</b>                           | <ul style="list-style-type: none"> <li>• Investigates options and predicts possible outcomes when putting ideas into action</li> <li>• Uses tools and strategies to explore different perspectives or approaches to an issue</li> </ul>  |                            |                                | <ul style="list-style-type: none"> <li>• Seeks assistance from others when needed</li> <li>• With support, is willing to take manageable risks in the learning process</li> <li>• Uses simple pre-planning tools to understand a task and anticipate the potential challenges</li> </ul> |

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|           | <p>(model, prototype, interviews, maps, etc.)</p> <ul style="list-style-type: none"> <li>• Accepts the ambiguity inherent in dilemmas</li> <li>• Works effectively in a variety of situations</li> </ul> <p>Shifts strategies or ways of thinking as the situation warrants</p>  |  |  | <ul style="list-style-type: none"> <li>• With support, will redirect her/his efforts in the face of obstacles</li> <li>• With support, will assess progress at various stages of the learning progress and reflect on changes that may be beneficial</li> </ul>   |
| <b>MS</b> | <ul style="list-style-type: none"> <li>• Seeks to understand various perspectives to inform his/her approach to problem or dilemma</li> <li>• Creates multiple scenarios or solutions that illustrate ambiguities involved in an issue or dilemma</li> <li>• Anticipates obstacles and devises plans to surmount them</li> <li>• Applies different ways of thinking and strategies to approach complex situations or dilemmas</li> <li>• Recognize own bias</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Addresses risks and obstacles in the course of achieving a goal</li> <li>• Pauses at regular intervals to reflect on learning process and the success of chosen approaches</li> <li>• Clearly identifies support needed to address challenges and seeks the appropriate source and type of support</li> <li>• Demonstrates the ability to redirect his/her approach</li> </ul> |
| <b>HS</b> | <ul style="list-style-type: none"> <li>• Tackles challenging problems without obvious solutions, despite potential for failure</li> </ul>  |  |  | <ul style="list-style-type: none"> <li>• Uses failure as an opportunity to learn and achieve success through other means/pathways</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Improvises when the situation requires</li> <li>• Effectively adapts to a variety of situations, individuals or groups</li> <li>• Knows when he/she must “unlearn” past schema in order to address new challenges flexibly</li> <li>• Assesses risks and explains contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• Uses tools and strategies to assess viability of a plan of action</li> <li>• Knows when to abandon a course of action and seek a new one</li> <li>• Assesses progress towards achieving a goal and redirects efforts and approaches accordingly</li> <li>• Proactively develops plans and seeks support in overcoming anticipated challenges before they become major obstacles</li> </ul> |
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| <b>Initiative and Self-Direction</b> |  |   |  |   |
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|                                      | <b>Identity as a Learner (C)</b>   | <b>Growth Mindset (D)</b>   | <b>Reflection and Goal Setting (C)</b>   | <b>Resilience (D)</b>   |
| <b>EY</b>                            | <ul style="list-style-type: none"> <li>• Takes pride in work and achievement</li> <li>• Understands what it means to “be a learner”</li> <li>• Demonstrates self-regulation</li> <li>• Articulates simple personal goals for learning when prompted</li> <li>• Articulates how and when</li> </ul> | <ul style="list-style-type: none"> <li>• Pro-actively inquires to construct knowledge and build theories</li> <li>• Observes to learn and seeks to understand</li> <li>• Puts forth effort to learn and believes that hard work brings positive results</li> <li>• Demonstrates an</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates an understanding that learning is a process supported by reflection</li> <li>• Begins to learn about themselves as learners and make simple learning choices based on this growing understanding</li> <li>• Reflects on a learning experience in simple</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates optimism towards new learning experiences</li> <li>• Seeks assistance from others when needed</li> <li>• With support, ventures outside of his/her comfort zone</li> <li>• Manages impulse to quit when faced with adversity</li> </ul> |

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|           | they learn best when prompted   | <p>emerging sense of self-efficacy in learning</p> <ul style="list-style-type: none"> <li>• Copes with failure</li> </ul>   | <p>terms and with prompting</p> <ul style="list-style-type: none"> <li>• Sets goals for learning in broad terms</li> <li>• Identifies evidence of progress towards achieving a goal</li> </ul>   | <ul style="list-style-type: none"> <li>• With support, redirects her/his efforts in the face of obstacles</li> </ul>   |
| <b>ES</b> | <ul style="list-style-type: none"> <li>• Explores the ways in which they learn with prompting questions and support</li> <li>• Identifies strengths to be used in a learning task and areas where support/development is needed</li> <li>• Articulates development and progress</li> <li>• Articulate feelings of competence and confidence as learner</li> <li>• Understands and acts on her/his preferred learning style</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates an understanding that ability and skill grows with effort</li> <li>• Inquires to construct knowledge and build theories</li> <li>• Failure is viewed as product of low effort and/or poor strategy, not external factors, and is a chance to learn</li> <li>• Responds to difficult tasks positively and with effort</li> <li>• Demonstrates self-efficacy in learning</li> </ul> | <ul style="list-style-type: none"> <li>• Sets realistic goals for learning</li> <li>• Articulates insights about their success through reflection at the end of a task</li> <li>• Uses simple tools and strategies to reflect on learning using examples</li> <li>• Chooses a path to success and goal attainment based on self-awareness and reflections on past learning</li> <li>• Reflects on progress during a learning task</li> </ul> | <ul style="list-style-type: none"> <li>• Manages need for short-term gratification over longer projects and experiences</li> <li>• Will venture outside of his/her comfort zone</li> <li>• Will take manageable risks in the learning process</li> <li>• Uses simple pre-planning tools to understand a task and anticipate the potential challenges</li> <li>• Will assess progress at various stages of the learning progress and reflect on changes that may be beneficial</li> </ul> |
| <b>MS</b> | <ul style="list-style-type: none"> <li>• Uses learning management tools and strategies appropriately and productively</li> <li>• Demonstrates self-confidence and</li> </ul>  | <ul style="list-style-type: none"> <li>• Understands that learning as a long-term endeavor and not a series of isolated activities</li> <li>• Acts on an understanding that</li> </ul>  | <ul style="list-style-type: none"> <li>• Sets and tracks achievable goals using knowledge of self as a learner</li> <li>• Begins to understand the role of multiple facets on</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates independence, self-efficacy and a sense of control as a learner</li> <li>• Pauses at regular intervals to reflect on learning process and the</li> </ul>   |



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|           | <p>independence as a learner</p> <ul style="list-style-type: none"> <li>• Understands own learning style and adjusts approach within specific situations</li> <li>• Uses his/her reflections to act on personal learning style</li> <li>• Develops strategies and tools to address insights about self as a learner (self-monitoring for comprehension, rehearsing, support for memory tasks, reading aloud, etc.)</li> </ul> | <p>ability and skill grows with effort</p> <ul style="list-style-type: none"> <li>• Demonstrates self-efficacy and an emerging sense of agency</li> <li>• Seeks and engages positively with challenging learning experiences</li> <li>• Sees obstacles or failures as a necessary part of the learning process</li> </ul>     | <p>learning success (context, connection/relevance, environmental, social-emotional, cognitive, learning style, etc.)</p> <ul style="list-style-type: none"> <li>• Articulates clear insights reached about their own learning related to goals and point to evidence and artifacts to support these insights</li> <li>• Demonstrates a greater level of control over the approach to learning based on on-going reflection and refining</li> <li>• Plans monitors and regulates their own learning in an on-going manner</li> </ul> | <p>success of chosen approaches</p> <ul style="list-style-type: none"> <li>• Responds to challenges with confidence and optimism</li> <li>• Demonstrates the ability to redirect his/her approach</li> <li>• Clearly identifies support needed to address challenges and seeks the appropriate source and type of support</li> </ul> |
| <b>HS</b> | <ul style="list-style-type: none"> <li>• Utilizes strengths within learning tasks and challenges rather than focusing on deficits</li> <li>• Makes learning choices based on learning styles to leverage strengths and attend to weaknesses</li> <li>• Demonstrates that she/he identifies her/himself as a lifelong learner</li> <li>• Plans for learning with</li> </ul>  | <ul style="list-style-type: none"> <li>• Actively welcomes and/or seeks opportunities to engage in new learning outside of their comfort zone</li> <li>• Independently puts forth the effort necessary to succeed</li> <li>• Demonstrates self-efficacy and agency</li> <li>• Acts on what is learned from failure</li> </ul> | <ul style="list-style-type: none"> <li>• Uses data and evidence to set challenging goals, consistently track progress and reflect</li> <li>• Uses metacognitive practices (i.e. planning, selecting, connecting, reflecting, tuning and monitoring, etc.) independently to support success and learning</li> <li>• Evaluates changes in</li> </ul>   | <ul style="list-style-type: none"> <li>• Demonstrates a high level of independence and self-efficacy</li> <li>• Actively welcomes and/or seeks opportunities to engage in new learning outside of their comfort zone</li> <li>• Uses failure as an opportunity to learn and achieve success through other means/pathways</li> </ul>  |

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|  | <p>learning style, strengths and weaknesses in mind</p> <ul style="list-style-type: none"> <li>• Demonstrates a knowledge of cognitions (knowledge of the factors that influence one's own performance; knowing different types of strategies to use for learning; knowing what strategy to use for a specific learning situation)</li> <li>• Articulates the type of learner he wants to become and plans to achieve this</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates self-confidence when faced with new challenges</li> </ul> | <p>learning over time</p> <ul style="list-style-type: none"> <li>• Engages in regulation of cognition (setting goals and planning; monitoring and controlling learning; and evaluating one's own regulation) assessing results and strategies used</li> <li>• Adjust learning path as needed based on on-going reflection of progress towards goal</li> </ul> | <ul style="list-style-type: none"> <li>• Uses tools and strategies to assess viability of a plan of action and make adjustments where needed</li> <li>• Will abandon a course of action and seek a new one if needed</li> <li>• Proactively develops plans and seeks support in overcoming anticipated challenges before they become major obstacles</li> </ul> |
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| <b>Social and Global Competencies</b> |  |   |   |   |   |
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|                                       | <b>Social Intelligence (D)</b>   | <b>Global Awareness (C)</b>   | <b>Cultural Literacy (C)</b>  | <b>Systems Thinking (C)</b>   | <b>Empathy (D)</b>  |
| <b>EY</b>                             | <ul style="list-style-type: none"> <li>• Manages negative emotions and impulses</li> <li>• Demonstrates kindness to, listens to, and engages with others</li> <li>• Shows respect and recognizes the feelings of others</li> <li>• Interacts positively</li> </ul> | <ul style="list-style-type: none"> <li>• Understands that global issues come in different forms (environmental, human rights, economic, etc.)</li> <li>• Recognizes that they have an influence on and contribution to their family,</li> </ul> | <ul style="list-style-type: none"> <li>• Understands that other people and communities have traditions that are different from their own</li> <li>• Articulate the role of culture in everyday life by describing one's own cultural</li> </ul> | <ul style="list-style-type: none"> <li>• Understands cause and effect and the notion of change</li> <li>• Describes change at an event level</li> <li>• Identifies basic systems within the world around them (biological, community, economic, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrated pro-social behaviors</li> <li>• Perceives other as similar to self and as having value</li> <li>• Demonstrates sympathy for others</li> <li>• With direction and assistance, empathizes with another, especially</li> </ul> |

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|           | <p>with peers and adults</p> <ul style="list-style-type: none"> <li>Natural body language is appropriate when interacting with others</li> </ul>                                       | <p>community and beyond</p> <ul style="list-style-type: none"> <li>Identifies or discusses major events in the world</li> <li>Realizes that people are connected and influence each other's lives, locally and globally</li> <li>Articulates some of the basic causes of situations/issues in their community and beyond</li> </ul> | <p>traditions and comparing and contrasting with classmates</p> <ul style="list-style-type: none"> <li>Understand how his/her values contribute to what he/she believes and the way he/she acts</li> <li>Demonstrates an understanding of the contributions various cultures have made to the development of humankind</li> <li>Demonstrates the ability to communicate and interact with individuals from other cultural groups</li> </ul> | <ul style="list-style-type: none"> <li>Identifies components of these systems</li> <li>Explains how actions can create consequences, both wanted and unwanted</li> </ul> | <p>when they have a personal reference to that experience Can describe how another person or character is feeling</p>                 |
| <b>ES</b> | <ul style="list-style-type: none"> <li>Demonstrates respect and consideration for others</li> <li>Listens and considers other points of view and asks appropriate questions</li> </ul> | <ul style="list-style-type: none"> <li>Identifies or discusses major events in the world and their causes/effects</li> <li>Articulates the</li> </ul>   | <ul style="list-style-type: none"> <li>Articulates how "culture" plays a central role in a country's political, economic,</li> </ul>  | <ul style="list-style-type: none"> <li>Articulates what happens when systems go out of balance</li> <li>Demonstrates an understanding that</li> </ul>                    | <ul style="list-style-type: none"> <li>Reads expressive signals as well as situational context cues and reacts accordingly</li> </ul> |

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|           | <ul style="list-style-type: none"> <li>• Communicates views and emotions clearly, yet positively</li> <li>• Demonstrates appropriate body language when interacting with others</li> <li>• Reads expressive cues, including non-verbal communication</li> </ul> | <p>impact of global events through various perspectives</p> <ul style="list-style-type: none"> <li>• Explains the connection between their lives and decision and the global issues that affect others</li> <li>• Explores a global issue and explain the complex forces behind it</li> <li>• Explains the implications of global interdependence, both positive and negative</li> </ul> | <p>educational, health, etc. systems and culture</p> <ul style="list-style-type: none"> <li>• Articulates how different cultural perspectives have different points of view</li> <li>• Articulates how a culture's core beliefs influence their current products, practices and perspectives</li> <li>• Demonstrates how culture's continuously create artifacts</li> <li>• Identifies how their cultural beliefs and values influence their own beliefs, actions and views of others</li> </ul> | <p>various systems influence other systems</p> <ul style="list-style-type: none"> <li>• Creates a representation of a system to demonstrate its composition and behaviors</li> <li>• Articulates the similarities and differences between systems</li> <li>• Explains how parts of a system come together to make a whole</li> </ul> |   |
| <b>MS</b> | <ul style="list-style-type: none"> <li>• Works with others to find a mutually agreeable outcome</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognize, analyze, and evaluate only major trends in</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrate how concepts such as cultural</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrate how complex systems affect everyday life</li> </ul>   | <ul style="list-style-type: none"> <li>• Seeks another's point of view</li> <li>• Demonstrations a</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Listens and interprets body language and reacts accordingly</li> <li>• Is assertive when the situation calls for clarity of ideas, beliefs and opinions</li> <li>• Asks questions to engage others and clarify understanding</li> <li>• Adapts interpersonal approach to different settings and people</li> </ul> | <p>international affairs</p> <ul style="list-style-type: none"> <li>• Explains connections between international events and his/her local and national community</li> <li>• Recognizes how his/her actions and the actions of his/her country exert influence globally</li> <li>• Demonstrates a significant understanding of the connectedness between nations</li> <li>• Articulates a personal perspective on situations, events, or issues and what influenced that perspective</li> </ul> | <p>dimensions, stereotyping and the importance of one's ancestry affect our relationships with other cultures</p> <ul style="list-style-type: none"> <li>• Articulate the impact of significant historical events or trends on the development of cultures</li> <li>• Recognizes biased messages about other cultural groups and develops cultural sensitivity</li> <li>• Explains how important points in history occurred when cultures met and interacted</li> <li>• Investigates and recognizes</li> </ul> | <p>around the world.</p> <ul style="list-style-type: none"> <li>• Explains how specific actions affect what happens in the short-term and the long-term</li> <li>• Demonstrates how cause and effect occur in a circular fashion</li> <li>• Describes change as a series of events that are connected in time to produce a particular pattern of behavior</li> <li>• Creates a representation or model to represent the interactions between 2 or more systems</li> </ul> | <p>more sophisticated ability to imagine other people's points of view</p> <ul style="list-style-type: none"> <li>• Demonstrates a greater understanding and appreciation of the different strengths of diverse people</li> </ul> |
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|           |   |   | various cultural perspectives, including their   |  |  |
| <b>HS</b> | <ul style="list-style-type: none"> <li>• Weighs the potential impact of his/her behavior in social situations</li> <li>• Expresses emotions constructively and appropriately</li> <li>• Demonstrates awareness of others' emotions, perspectives, and values</li> <li>• Demonstrates highly developed listening skills</li> </ul> <p>Manages conflict effectively and seeks to find a positive solution to differences of opinion</p> | <ul style="list-style-type: none"> <li>• Articulates the complexity and interrelated nature of issues and their effect on other issues</li> <li>• Enhances her/his understanding of complex issues by including other perspectives</li> <li>• Evaluates the effectiveness and implications of existing solutions to issues</li> <li>• Refines their perspectives and beliefs by exploring alternative and/or conflicting viewpoints</li> <li>• Develops complex solutions that can be tested in the real world</li> </ul> | <ul style="list-style-type: none"> <li>• Applies knowledge across multiple contexts to deepen their understandings of cultural beliefs</li> <li>• Articulates the potential and challenges of dimensions of culture in relation to intercultural communication.</li> <li>• Demonstrates how culture's sometime write their history backwards to promote a view of who they are</li> <li>• Explains how the interaction of ideas across cultures influences the development of</li> </ul> | <ul style="list-style-type: none"> <li>• "Maps" the interactions of various global systems in relation to a global issue or challenge</li> <li>• Articulates the concept of "complexity" in relation to the interactions and interdependence of major global systems</li> <li>• Demonstrates how a system that is out of balance can achieve balance</li> <li>• Applies the concept of "emergent properties" to explain his/her understanding of "change"</li> <li>• Recognizes patterns in systems and uses these to</li> </ul> | <ul style="list-style-type: none"> <li>• Can put themselves in the mind of others to understand context or subtext</li> <li>• Relates and connects with others for the purpose of leading or empowering</li> <li>• Demonstrates a level of altruism by acting compassionately to help another's condition</li> </ul> |

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|  |  |  | knowledge and situations, events, issues or phenomena <ul style="list-style-type: none"> <li>Challenges own cultural perspectives and their role in developing a global view</li> </ul> | form generalizations |  |
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| <b>Leadership and Responsibility</b> |  |   |  |  |
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|                                      | <b>Leadership Skills (C)</b>   | <b>Considered Decision-Making (C)</b>   | <b>Followership (D)</b>  | <b>Action (D)</b>  |
| <b>EY</b>                            | <ul style="list-style-type: none"> <li>With support, leads a group in simple and direct tasks</li> <li>Encourages to the contributions of others and builds on them in positive ways</li> <li>Helps to organize how the group works</li> <li>Clarifies concrete problems and issues and propose strategies that fit the situation</li> <li>Leads with the help of an agreed set of community rules and simple norms</li> </ul> | <ul style="list-style-type: none"> <li>Describes how she/he are connected to others through family, friendship and community links</li> <li>Identifies simple variables to be considered in making a decision</li> <li>Describes basic rights within school community</li> <li>Refers to agreed rules &amp; codes of behavior in relation to own actions &amp; those of others</li> <li>Extrapolates on simple actions and decisions to consider the implications for others</li> </ul> | <ul style="list-style-type: none"> <li>Shows respect by cooperating, encouraging, and helping others</li> <li>Acknowledges or indicates support for the ideas of others in our group</li> <li>Accepts responsibility for personal actions</li> <li>Aligns goals to the goals of others</li> <li>Actively seeks ways to personally support the group's success</li> </ul> | <ul style="list-style-type: none"> <li>Identifies self as able to create positive change</li> <li>Actively explores issues within their immediate community</li> <li>Identifies issues that she/he can positively engage with</li> <li>Engages in group/classroom actions around a common issue</li> <li>Reflects on the experience and impact of taking action</li> </ul> |

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| <p><b>ES</b></p> | <ul style="list-style-type: none"> <li>• Often shows leadership, including initiating and helping to organize activities</li> <li>• Takes an active part in discussions and activities, contributing ideas independently and appropriately</li> <li>• Recognizes that others think and feel differently about an issue or task and considers why they do</li> <li>• Can describe problems or issues and generate some strategies to fit specific situations to help frame the work of a team</li> <li>• Identifies common and unique characteristics of team members and supports their involvement accordingly</li> </ul> | <ul style="list-style-type: none"> <li>• Weighs the potential and immediate consequence of an action or decision when prompted</li> <li>• Consistently demonstrates self-control, moral and ethical behavior and acts with integrity in decision making</li> <li>• Demonstrates an increasing committed to acting on own beliefs and values</li> <li>• Explains reasons for intended actions using ethical terms (e.g. 'fair', 'just', 'equal')</li> <li>• Demonstrates how individuals and groups are connected in simple ways and also affected differently by issues and situations</li> </ul> | <ul style="list-style-type: none"> <li>• Restates another's point of view to support their thinking process</li> <li>• Adds to rather than echoes the most capable team member's input</li> <li>• Demonstrates sensitivity to the feelings and level of knowledge of others</li> <li>• Shares resources in a group task to achieve a common goal</li> <li>• Supports and engages in the positive actions organized by others</li> </ul> | <ul style="list-style-type: none"> <li>• Proposes solutions based on knowledge and evidence</li> <li>• Understands the various kinds of support that can be focused on an issue (informational, educational, lobbying, monetary, direct engagement)</li> <li>• Targets actions to have the maximum positive impact</li> <li>• Act in positive and ethical ways to contribute to improvement of an issue, locally and globally</li> </ul> <p>Assess the impact of the actions taken</p> |
| <p><b>MS</b></p> | <ul style="list-style-type: none"> <li>• Remains composed and focused, even under stress</li> <li>• Exhibits positive leadership traits that contribute to achieving the goal</li> <li>• Demonstrates interest in,</li> </ul>  | <ul style="list-style-type: none"> <li>• Examines the perspective of another individual(s)</li> <li>• Describes an ethical concept such as fairness by giving examples and explaining why it is important</li> <li>• Generates ethical</li> </ul>   | <ul style="list-style-type: none"> <li>• Takes a position when the situation warrants it</li> <li>• Weighs the potential impact of his/her behavior on the team</li> <li>• Remains composed and focused, even under stress</li> </ul>   | <ul style="list-style-type: none"> <li>• Moves beyond investigating an issue to propose solutions and actions</li> <li>• Actively participates and engages with organizations in a service learning environment</li> </ul>   |



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|           | <p>and curiosity about the ideas of others</p> <ul style="list-style-type: none"> <li>• Suggests procedures, asks guiding questions, organizes tasks, and keeps group on task</li> <li>• Encourages dialogue in framing tasks or issues and furthering team insight</li> </ul>  | <p>alternatives to practices that they consider to be unjust</p> <ul style="list-style-type: none"> <li>• Generates and compares potential strategies for solving problems from multiple perspectives</li> <li>• Weighs positive and negative consequences; anticipates consequences, which may include long-term consequences</li> </ul>   | <ul style="list-style-type: none"> <li>• Voluntarily takes on responsibilities &amp; contributes</li> <li>• Contributes, explains, and elaborates relevant ideas; attempts to synthesize and clarify to support team success</li> </ul>  | <ul style="list-style-type: none"> <li>• Reflect on the collective and individual capacity to advocate for and contribute to positive change, locally or globally</li> <li>• Engages in long term actions and issues</li> <li>• Articulates the personal changes/actions they will undertake in relation to an issue</li> </ul>  |
| <b>HS</b> | <ul style="list-style-type: none"> <li>• Manages conflict effectively in both face-to-face and virtual situations approaching it from the perspective of finding win-win solutions</li> <li>• Can put themselves in the mind of others to understand context or subtext in order to help the team to succeed as a whole</li> <li>• Appreciates differences, seeking out diverse opinions and trying to come to common understanding</li> <li>• Contributes to the team culture of mutual trust</li> </ul> | <ul style="list-style-type: none"> <li>• Recognizes that others think and feel differently and identifies good reasons for a viewpoint they disagree with</li> <li>• Identifies and clarifies problems or issues that have complexity and ambiguity to help frame the development of solutions and/or actions</li> <li>• Explores and evaluates possible long and short term consequences of a decision, both intended and unintended</li> <li>• Describes a coherent vision of a preferred future and how this will improve the community</li> </ul> | <ul style="list-style-type: none"> <li>• Willingly aligns his/her own goals to the goals of others, either sacrificing or modifying a personal agenda in the process</li> <li>• Manages and preempts negative emotions before they escalate and understands how different situations (e.g. challenging virtual environments) affect his/her emotional state</li> <li>• Demonstrates sensitivity to others' priorities and needs, enabling him/her to persuasively communicate his/her perspective</li> <li>• Commits to iterative</li> </ul> | <ul style="list-style-type: none"> <li>• Seeks out organizations that have personal relevance and evaluate their effectiveness</li> <li>• Develops complex solutions that can be tested in the real world</li> <li>• Employs knowledge and skills to mobilize others to address issues of local and global significance.</li> <li>• Acts on the understanding that his/her personal choices may have ramifications beyond their immediate environment</li> <li>• Tests the viability and value of complex</li> </ul> |

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|  | <p>and respect through such openness and commitment</p> <ul style="list-style-type: none"><li>• Attends to each member of the team as an individual to help develop their potential</li></ul> | <p>and the world</p> <ul style="list-style-type: none"><li>• Designs ethical questions in framing an inquiry and using these to present conclusions from multiple perspectives</li></ul> | <p>nature of designing and redesigning solutions</p> <ul style="list-style-type: none"><li>• Reflects on collaborative experiences for the purpose of improvement</li></ul> | <p>solutions in real world settings</p> |
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