

## MIDDLE SCHOOL PROFILE OF A GRADUATE PROFICIENCY GUIDANCE

DISPOSITION	Novice	Approaching	Proficient	Advanced
<b>Critical Thinking</b>	<i>Learners go beyond knowledge reproduction to reason, organize, summarize, interpret, analyze, and synthesize information in ways that generate new understanding.</i>			
	Learners need support to <input type="checkbox"/> analyze information <input type="checkbox"/> interpret information <input type="checkbox"/> synthesize information	Learners provide evidence they can: <input type="checkbox"/> analyze text <input type="checkbox"/> summarize text and presentations <input type="checkbox"/> analyze new ideas	Learners independently: <input type="checkbox"/> analyze and interpret information <input type="checkbox"/> synthesize information from a variety of sources <input type="checkbox"/> use evidence to justify a claim <input type="checkbox"/> construct a claim	Learners show they can: <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
<b>Communication</b>	<i>Learners connect and share ideas; and select an appropriate format to express thoughts and ideas with appropriate digital citizenship.</i>			
	Learners need support to <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: <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: <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: <input type="checkbox"/> connect with others in a positive way <input type="checkbox"/> write to express thoughts and ideas through multiple communication formats <input type="checkbox"/> share oral presentations <input type="checkbox"/> engage in discussions <input type="checkbox"/> utilize digital media to produce and publish
<b>Creativity</b>	<i>Learners take risks to develop and revise ideas.</i>			
	Learners need support to <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: <input type="checkbox"/> use flexible thinking <input type="checkbox"/> generate multiple ideas <input type="checkbox"/> adapt existing ideas or products	Learners independently: <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: <input type="checkbox"/> design innovative 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"/> impact the local community
<b>Resilience</b>	<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 <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: <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: <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: <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"/> make realistic plans <input type="checkbox"/> propose and develop solutions <input type="checkbox"/> take steps to solve a real-world problem <input type="checkbox"/> rely on others when needed

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<b>Collaboration</b>	<i>Learners work together, resolving controversy and conflict through respectful negotiation.</i>			
	Learners need frequent reminders to <ul style="list-style-type: none"> <li><input type="checkbox"/> follow the rules of the classroom and school</li> <li><input type="checkbox"/> cooperate and work in partnerships, small, or large groups</li> <li><input type="checkbox"/> interact respectfully as a team</li> <li><input type="checkbox"/> listen to ideas, opinions, and skills of others</li> </ul>	Learners provide evidence they can: <ul style="list-style-type: none"> <li><input type="checkbox"/> follow the rules of the classroom and school</li> <li><input type="checkbox"/> cooperate and work in partnerships, small, or large groups</li> <li><input type="checkbox"/> listen to ideas, opinions, and skills of others</li> </ul>	Learners independently: <ul style="list-style-type: none"> <li><input type="checkbox"/> follow the rules of the classroom and school</li> <li><input type="checkbox"/> cooperate and work flexibly in partnerships, small, or large groups</li> <li><input type="checkbox"/> interact respectfully as a team</li> <li><input type="checkbox"/> understand ideas, opinions, and skills of others</li> </ul>	Learners show they can: <ul style="list-style-type: none"> <li><input type="checkbox"/> collaborate in the process of creating rules and norms</li> <li><input type="checkbox"/> share responsibility and interact respectfully to be productive both individually and as a team</li> <li><input type="checkbox"/> accept and give constructive feedback in a positive way</li> </ul>
<b>Compassion</b>	<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"> <li><input type="checkbox"/> listen to understand others</li> <li><input type="checkbox"/> show kindness</li> <li><input type="checkbox"/> show empathy</li> <li><input type="checkbox"/> consider different perspectives and viewpoints</li> </ul>	Learners provide evidence they can: <ul style="list-style-type: none"> <li><input type="checkbox"/> listen to understand others</li> <li><input type="checkbox"/> show kindness</li> <li><input type="checkbox"/> consider different perspectives and viewpoints</li> </ul>	Learners independently: <ul style="list-style-type: none"> <li><input type="checkbox"/> show kindness and empathy</li> <li><input type="checkbox"/> consider information from different viewpoints with respect</li> <li><input type="checkbox"/> recognize their own perspectives and values</li> <li><input type="checkbox"/> listen to the perspectives, values, and ideas of others</li> </ul>	Learners show they can: <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and respect the perspectives, values, and ideas of others</li> <li><input type="checkbox"/> take-action as a contributing citizen to improve conditions in our community</li> </ul>
<b>Responsibility</b>	<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"> <li><input type="checkbox"/> follow expectations for participation</li> <li><input type="checkbox"/> follow expectations for organization</li> <li><input type="checkbox"/> complete work</li> </ul>	Learners provide evidence they can: <ul style="list-style-type: none"> <li><input type="checkbox"/> follow expectations for participation</li> <li><input type="checkbox"/> follow expectations for organization</li> <li><input type="checkbox"/> complete work in a timely manner</li> </ul>	Learners independently: <ul style="list-style-type: none"> <li><input type="checkbox"/> are prepared for learning</li> <li><input type="checkbox"/> use organization strategies</li> <li><input type="checkbox"/> complete work in a timely manner</li> <li><input type="checkbox"/> engage curiosity and collaboration in learning</li> </ul>	Learners show they can: <ul style="list-style-type: none"> <li><input type="checkbox"/> find passion and value in a task</li> <li><input type="checkbox"/> persist with resilience despite difficulties</li> <li><input type="checkbox"/> engage curiosity and collaboration, taking pride in completing work well</li> <li><input type="checkbox"/> pursue achievement with a sense of importance</li> </ul>
<b>DISPOSITION</b>	<b>Novice</b>	<b>Approaching</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Reflection</b>	<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"> <li><input type="checkbox"/> maintain expected behavior</li> <li><input type="checkbox"/> think about their learning</li> <li><input type="checkbox"/> self-assess their strengths and areas of growth</li> <li><input type="checkbox"/> set goals for their academic learning and the dispositions of a profile of a graduate</li> <li><input type="checkbox"/> design a plan to attain their goals</li> </ul>	Learners provide evidence they can: <ul style="list-style-type: none"> <li><input type="checkbox"/> manage their behaviors</li> <li><input type="checkbox"/> participate in reflection activities</li> <li><input type="checkbox"/> participate in self-assessment activities</li> <li><input type="checkbox"/> participate in a guided process for setting goals</li> <li><input type="checkbox"/> participate in a guided process for implementing goals</li> </ul>	Learners independently: <ul style="list-style-type: none"> <li><input type="checkbox"/> manage their behaviors</li> <li><input type="checkbox"/> spend time thinking about their learning</li> <li><input type="checkbox"/> self-assess their strengths and areas of growth</li> <li><input type="checkbox"/> set goals for their academic learning and the dispositions of a profile of a graduate</li> <li><input type="checkbox"/> design a plan to attain their goals</li> </ul>	Learners show they can: <ul style="list-style-type: none"> <li><input type="checkbox"/> make reflection a deliberate practice</li> <li><input type="checkbox"/> utilize peer feedback to enhance learning</li> <li><input type="checkbox"/> seek out additional support and information to achieve goals</li> <li><input type="checkbox"/> implement personal learning goals that facilitate a regional or global contribution</li> </ul>