

ELEMENTARY PROFILE OF A GRADUATE PROFICIENCY GUIDANCE

DISPOSITION	Novice	Approaching	Proficient	Advanced
Critical Thinking	<i>Learners go beyond knowledge reproduction to reason, organize, summarize, and analyze information.</i>			
	Learners need support to: <ul style="list-style-type: none"> <input type="checkbox"/> analyze text <input type="checkbox"/> summarize text and presentations <input type="checkbox"/> analyze new ideas 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> organize ideas or concepts into categories <input type="checkbox"/> summarize text 	Learners provide evidence they independently: <ul style="list-style-type: none"> <input type="checkbox"/> analyze text <input type="checkbox"/> summarize text and presentations <input type="checkbox"/> analyze new ideas 	Learners show they can: <ul style="list-style-type: none"> <input type="checkbox"/> analyze and interpret information <input type="checkbox"/> synthesize information from a variety of sources <input type="checkbox"/> construct a claim <input type="checkbox"/> use evidence to justify a claim
Communication	<i>Learners connect and share ideas; express thoughts and ideas with appropriate digital citizenship.</i>			
	Learners need support to: <ul style="list-style-type: none"> <input type="checkbox"/> listen to the ideas of others <input type="checkbox"/> speak following expected norms <input type="checkbox"/> connect with others <input type="checkbox"/> write to express ideas 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> take turns <input type="checkbox"/> express ideas orally OR in writing 	Learners provide evidence they independently: <ul style="list-style-type: none"> <input type="checkbox"/> listen to the ideas of others <input type="checkbox"/> speak following expected norms <input type="checkbox"/> connect with others <input type="checkbox"/> write to express ideas 	Learners show they can: <ul style="list-style-type: none"> <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
Creativity	<i>Learners take risks to develop ideas.</i>			
	Learners need support to: <ul style="list-style-type: none"> <input type="checkbox"/> adapt ideas to make something new <input type="checkbox"/> imagine something unique or different <input type="checkbox"/> innovate and create original ideas or concepts <input type="checkbox"/> take sensible risks to try new thoughts or ideas <input type="checkbox"/> think flexibly 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> try new things <input type="checkbox"/> generate new ideas <input type="checkbox"/> communicate a new idea 	Learners provide evidence they independently: <ul style="list-style-type: none"> <input type="checkbox"/> adapt ideas to make something new <input type="checkbox"/> imagine something unique or different <input type="checkbox"/> innovate and create original ideas or concepts <input type="checkbox"/> take sensible risks to try new thoughts or ideas <input type="checkbox"/> think flexibly 	Learners show they can: <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
Resilience	<i>Learners persist on the path toward physical and mental wellness.</i>			
	Learners need frequent reminders to: <ul style="list-style-type: none"> <input type="checkbox"/> manage feelings in a productive way <input type="checkbox"/> keep trying when things get difficult <input type="checkbox"/> develop solutions for problems 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> practice managing feelings in a productive way <input type="checkbox"/> keep trying <input type="checkbox"/> implement given solutions for problems 	Learners provide evidence they independently: <ul style="list-style-type: none"> <input type="checkbox"/> manage feelings in a productive way <input type="checkbox"/> keep trying when things get difficult <input type="checkbox"/> develop solutions for problems 	Learners show they can: <ul style="list-style-type: none"> <input type="checkbox"/> manage feelings in a productive way and demonstrate self-control <input type="checkbox"/> keep trying when things get difficult <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

ELEMENTARY PROFILE OF A GRADUATE PROFICIENCY GUIDANCE

DISPOSITION	Novice	Approaching	Proficient	Advanced
-------------	--------	-------------	------------	----------

Collaboration	<i>Learners work together.</i>			
	Learners need frequent reminders to: <ul style="list-style-type: none"> <input type="checkbox"/> cooperate and work together in partnerships, small and large groups <input type="checkbox"/> share the workload equitably to be productive <input type="checkbox"/> take turns with tasks <input type="checkbox"/> listen to others' ideas and opinions 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> take turns with tasks <input type="checkbox"/> listen to the ideas of others <input type="checkbox"/> work with a partner 	Learners provide evidence they independently: <ul style="list-style-type: none"> <input type="checkbox"/> cooperate and work together in partnerships, small and large groups <input type="checkbox"/> share the workload equitably to be productive <input type="checkbox"/> take turns with tasks <input type="checkbox"/> listen to others' ideas and opinions 	Learners show they can: <ul style="list-style-type: none"> <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"/> recognize the value of and follow the rules of the classroom and school <input type="checkbox"/> understand ideas, opinions, and skills of others
Compassion	<i>Learners demonstrate their understandings of others.</i>			
	Learners need frequent reminders to: <ul style="list-style-type: none"> <input type="checkbox"/> listen to understand others <input type="checkbox"/> show kindness <input type="checkbox"/> show empathy <input type="checkbox"/> consider different perspectives and viewpoints 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> listen to others <input type="checkbox"/> show kindness 	Learners provide evidence they independently: <ul style="list-style-type: none"> <input type="checkbox"/> listen to understand others <input type="checkbox"/> show kindness <input type="checkbox"/> show empathy <input type="checkbox"/> consider different perspectives and viewpoints 	Learners show they can: <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
Responsibility	<i>Learners engage in their learning and demonstrate responsibility and organization.</i>			
	Learners need frequent reminders to: <ul style="list-style-type: none"> <input type="checkbox"/> are prepared for learning <input type="checkbox"/> use organization strategies <input type="checkbox"/> complete work in a timely manner <input type="checkbox"/> engage in learning <input type="checkbox"/> follow rules for the classroom and building 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> utilize a provided organizational system <input type="checkbox"/> complete a task <input type="checkbox"/> stay on task <input type="checkbox"/> follow rules for the classroom and building 	Learners provide evidence they independently: <ul style="list-style-type: none"> <input type="checkbox"/> are prepared for learning <input type="checkbox"/> use organization strategies <input type="checkbox"/> complete work in a timely manner <input type="checkbox"/> engage in learning <input type="checkbox"/> follow rules for the classroom and building 	Learners show they can: <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
DISPOSITION	Novice	Approaching	Proficient	Advanced
Reflection	<i>Learners take ownership in their learning.</i>			
	Learners need support to: <ul style="list-style-type: none"> <input type="checkbox"/> set goals for academic learning and the dispositions of a profile of a graduate <input type="checkbox"/> plan steps to attain goals and track progress <input type="checkbox"/> self-assess strengths and areas of growth 	Learners provide evidence they can: <ul style="list-style-type: none"> <input type="checkbox"/> follow a structure to set goals <input type="checkbox"/> follow a structure to plan steps and track progress 	Learners provide evidence they independently: <ul style="list-style-type: none"> <input type="checkbox"/> set goals for academic learning and the dispositions of a profile of a graduate <input type="checkbox"/> plan steps to attain goals and track progress <input type="checkbox"/> self-assess strengths and areas of growth 	Learners show they can: <ul style="list-style-type: none"> <input type="checkbox"/> set goals for academic learning and the dispositions of a profile of a graduate <input type="checkbox"/> plan steps to attain goals and track progress <input type="checkbox"/> self-assess strengths and areas of growth <input type="checkbox"/> consider the impact of behaviors <input type="checkbox"/> utilize feedback

"Independently" means the student most often and based most recent evidence is able to demonstrate the disposition with little or no adult support.