

## HIGH SCHOOL PROFILE OF A GRADUATE PROFICIENCY SCALES

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

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DISPOSITION	Novice	Approaching	Proficient	Advanced
<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 often</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 independently: <ul style="list-style-type: none"> <li><input type="checkbox"/> recognize the value of and 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"/> share responsibility and interact respectfully to be productive both individually and 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"/> accept and give constructive feedback in a positive way</li> <li><input type="checkbox"/> show leadership and initiative as a contributing global citizen; act on constructive feedback</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 information from different viewpoints with respect</li> <li><input type="checkbox"/> recognize their own perspectives and values</li> </ul>	Learners provide evidence they can: <ul style="list-style-type: none"> <li><input type="checkbox"/> listen to information from different viewpoints with respect</li> <li><input type="checkbox"/> recognize their own perspectives and values</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 and others' perspectives and values</li> </ul>	Learners show they can: <ul style="list-style-type: none"> <li><input type="checkbox"/> explain the cultural impacts of their decisions, the decisions of others, articulating perspectives and showing empathy</li> <li><input type="checkbox"/> exhibit character and take-action as a contributing global 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"/> 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"/> complete work in a timely manner often</li> </ul>	Learners independently: <ul style="list-style-type: none"> <li><input type="checkbox"/> follow expectations for organization and participation</li> <li><input type="checkbox"/> engage curiosity and collaboration, taking pride in completing work well</li> </ul>	Learners show they can: <ul style="list-style-type: none"> <li><input type="checkbox"/> actively pursue achievement with a sense of importance and student agency</li> <li><input type="checkbox"/> find passion and value in a task; persist with resilience and stretch oneself despite difficulties</li> </ul>
DISPOSITION	Novice	Approaching	Proficient	Advanced
<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"/> 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 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 behaviors and consider the impact</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> <li><input type="checkbox"/> utilize feedback</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>