



South Carolina Department of Education Office of Learning  
**COMPETENCY SET AND CONTINUA PROTOTYPE**  
**2018-2019**

pro·to·type

'prōdə, tīp/

*noun*

*1. a first, typical or preliminary model of something*

Welcome! This Google Sheet hosts the South Carolina Department of Education Office of Personalized Learning's live Competency Set Prototype, designed for the Profile of a South Carolina Graduate. A few navigational notes before you jump in:

The **Competency Statements** sheet shows high-level descriptors for each competency.

The **Competency Map** provides a spreadsheet view of all competencies and their nested skills or components.

**Each competency has its own sheet** that includes the full developmental continuum for Levels 1-6.



*The SCDOE prototype competencies and continua were developed by reDesign, LLC, in collaboration with the Office of Personalized Learning team and stakeholders across South Carolina.*



# SOUTH CAROLINA PROTOTYPE COMPETENCY SET

<b>Reading Critically</b>	I can make meaning of, engage with, and critique diverse forms of media (e.g., texts, films, advertising, music) analyzing relationships between media, audience, messages, and power.
<b>Expressing Ideas</b>	I can clearly and effectively express my ideas (in written and oral form) for particular purposes and audiences, using diverse formats and settings to inform, persuade, and connect with others.
<b>Investigating through Inquiry</b>	I can frame questions and organize an investigative process that builds on existing knowledge, tests ideas, models, or theories, and generates new and important insights for myself and others.
<b>Reasoning Quantitatively</b>	I can think and solve problems like a mathematician; using limited information I can apply strategies to construct and defend mathematical solutions, models, and arguments.
<b>Designing Solutions</b>	I can engage in a systematic design process, independently and with others, to engage with complex problems or challenges and generate creative and feasible solutions in a range of disciplinary or interdisciplinary contexts.
<b>Building Networks</b>	I can initiate relationships with diverse individuals and networks for a purpose, presenting myself with intention and authenticity, and sustaining relationships with care.
<b>Using Sources</b>	I can engage with diverse sources of information, understanding ways to select, contextualize, and use resources responsibly, while attending to their limitations.
<b>Learning independently</b>	I can apply metacognitive, behavioral, and motivational skill-sets to set goals, self-appraise my progress, take strategic action, and persevere through challenges.
<b>Leading Teams</b>	I can lead teams of diverse individuals for a range of purposes through responsiveness, careful planning, effective coordination, and influencing of others.
<b>Navigating Conflict</b>	I can contribute toward healthy dynamics between individuals and among communities through empathetic listening, consensus-building, and fair judgement that considers impact on both the individual and the community.
<b>Sustaining Wellness</b>	I can support my own physical, emotional, and social health in order to live a healthy and productive life in my community.
<b>Engaging as a Citizen</b>	I can demonstrate citizenship to improve my community and country for myself and for others, while developing a global perspective.

# TAXONOMY

The taxonomy describes the hierarchical or "nested" relationships among elements of the competency system. In this case, South Carolina's Profile of a Graduate represents the top of the taxonomy, and all competencies are grouped by Profile element. Each competency is then made up of a set of skills, as illustrated below. Each skill has a student-friendly continuum that illustrates the path toward college and workforce readiness.

## PROFILE OF A GRADUATE ELEMENT

### COMPETENCY

	[Level 1]	[Level 2]	[Level 3]	[Level 4]	[Level 5]	[Level 6]
<b>Skill component</b>	Indicator	Indicator Indicator	Indicator Indicator Indicator	Indicator Indicator Indicator	Indicator Indicator Indicator Indicator	Indicator Indicator Indicator Indicator
<b>Skill component</b>	Indicator	Indicator Indicator	Indicator Indicator Indicator	Indicator Indicator Indicator	Indicator Indicator Indicator Indicator	Indicator Indicator Indicator Indicator
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### TERMS

**COMPETENCY:** Describes a concrete and essential learning outcome that aligns to the elements of the SC Profile of a Graduate, as well as to authentic work products and performances that will enable learners to evidence them.

**SKILL COMPONENT:** Describes the specific processes, skills and strategies that collectively culminate in the learning outcome when successfully applied.

**LEVEL:** Describes a particular performance band on the pathway to mastery, decoupled from age or grade level standards.

**INDICATOR:** Describes the specific, observable behaviors in positive, developmental student-facing language that correlates to the particular level and becomes more sophisticated along the continuum toward mastery.

# SCDOE Competency Map

Item	Title	Descriptor
<b>Competency</b>	<b>READ CRITICALLY</b>	<b>I can make meaning of, engage with, and critique diverse forms of media (e.g., texts, films, advertising, music) analyzing relationships between media, audience, messages, and power.</b>
Skill	Choose and apply strategies to making meaning	
Skill	Evaluate main ideas/themes	
Skill	Analyze context, point of view, and purpose	
Skill	Analyze craft	
<b>Competency</b>	<b>EXPRESS IDEAS</b>	<b>I can clearly and effectively express my ideas (in written and oral form) for particular purposes and audiences, using diverse formats and settings to inform, persuade, and connect with others.</b>
Skill	Engage in academic discussion with others	
Skill	Identify a core message and audience	
Skill	Develop and organize the message	
Skill	Prepare the medium (Customize for an audience (format, use of tech)	
Skill	Finalize, practice and/or prepare with others	
Skill	Engage, respond and reflect	
<b>Competency</b>	<b>INVESTIGATE THROUGH INQUIRY</b>	<b>I can frame questions and organize an investigative process that builds on existing knowledge, tests ideas, models, or theories, and generates new and important insights for myself and others.</b>
Skill	Frame a research question	
Skill	#science Form a hypothesis	
Skill	Develop and strengthen a plan	
Skill	Collect and analyze data	
Skill	Share findings	
Skill	Following writing conventions	
<b>Competency</b>	<b>REASON QUANTITATIVELY</b>	<b>I can think and solve problems like a mathematician; using limited information I can apply strategies to construct and defend mathematical solutions, models, and arguments.</b>
Skill	Analyze and interpret data	
Skill	Represent data	

Skill	Solve problems	
	Constructing explanations	
<b>Competency</b>	<b>USE SOURCES</b>	<b>I can engage with diverse sources of information, understanding ways to select, contextualize, and use resources responsibly, while attending to their limitations.</b>
Skill	Select relevant sources	
Skill	Contextualize sources	
Skill	Use systems to organize information gathered	
Skill	Synthesize multiple sources	
<b>Competency</b>	<b>DESIGN SOLUTIONS</b>	<b>I can engage in a systematic design process, independently and with others, to engage with complex problems or challenges and generate novel and feasible solutions in a range of disciplinary or interdisciplinary contexts.</b>
Skill	Identify a problem/challenge	
Skill	Explore and frame the problem/challenge	
Skill	Generate and validate ideas	
Skill	Prototype (model, process, system)	
Skill	Test and iterate	
<b>Competency</b>	<b>NAVIGATE CONFLICT</b>	<b>I can contribute toward healthy dynamics between individuals and among communities through empathetic listening, consensus-building, and fair judgement that considers impact on both the individual and the collective.</b>
Skill	Recognize and manage my feelings	
Skill	Recognize the feelings and perspectives of others	
Skill	Communicate effectively in verbal and nonverbal language	[1]
Skill	Use strategies to manage and resolve conflicts	
<b>Competency</b>	<b>LEARN INDEPENDENTLY</b>	<b>I can apply metacognitive, behavioral, and motivational skill-sets to set goals, self-appraise my progress, take strategic action, and persevere through challenges.</b>
Skill	Setting goals	
Skill	Making a plan	
Skill	Monitoring my progress	
Skill	Taking strategic action	
<b>Competency</b>	<b>LEAD TEAMS</b>	<b>I can lead teams of diverse individuals for a range of purposes through responsiveness, careful planning, effective coordination, and influencing of others.</b>
Skill	Build a shared sense of purpose and clarity	
Skill	Mobilize the team to work effectively	
Skill	Manage challenging issues	

Skill	Reflect on learning and leadership	
<b>Competency</b>	<b>DEVELOP NETWORKS</b>	<b>I can initiate relationships with diverse individuals and networks for a purpose, presenting myself with intention and authenticity, and sustaining relationships with care.</b>
Skill	Initiate purposeful connections	
Skill	Nurture and sustain relationships	
<b>Competency</b>	<b>SUSTAIN WELLNESS</b>	<b>I can support my own physical, emotional, and social health in order to live a healthy and productive life in my community.</b>
Skill	Understand my identity	
Skill	Practice positivity and gratitude	
Skill	Advocate for myself	
Skill	Build life practices that foster health, joy, and purpose.	
<b>Competency</b>	<b>ENGAGE AS A CITIZEN</b>	<b>I can demonstrate citizenship to improve my community and country for myself and for others.</b>
Skill	Participate in community	
Skill	Examine enduring problems	
Skill	Build civic knowledge	
Skill	Take action to improve my community	



# Reading Critically

I can read and critique diverse forms of media (e.g., texts, films, advertising, music).

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Choose and apply strategies to make meaning	<p>I can point to text features (e.g., title, illustrations, cover, headings, trailer, landing page) and start to make connections to the story/source, and wonder about what will happen or what I will learn.</p> <p>If I get stuck, I can use a strategy to get unstuck (e.g., look at the picture, get a running start)</p>	<p>I can use text features to make connections and pose questions <b>that help me get ready to read/watch</b>.</p> <p>When reading, I can use <b>strategies (e.g., questioning, inferring, connecting) to make meaning of the story/source</b>.</p> <p>If I get stuck, I can use <b>one or more strategies</b> to get unstuck (e.g., reread, use pictures/headings to help, words before/after).</p>	<p>As I read, I can <b>actively use strategies</b> to make meaning of the story or source.</p>	<p>As I read <b>middle school level texts</b>, I can actively use strategies to make meaning of the story or source, <b>and apply strategies that help me achieve my purpose</b> (e.g., identify bias through questioning, draw key lessons for a book discussion by determining importance).</p>	<p>As I read <b>high school level texts</b>, I can actively use strategies to make meaning of the story or source, pose questions to critique the text, and apply other strategies that help me achieve my purpose.</p>	<p>As I read <b>college level texts</b>, I can actively use strategies to make meaning of the story or source, and apply strategies that help me achieve my purpose.</p>



## Evaluating the main ideas or themes

I can give a summary of what the story/source is about.

I can share my opinion about the main idea/topic/theme, and talk about or show how it connects to my own ideas and experiences.

I can give a summary of what the story/source is about, **using details to help paint a picture.**

I can share my opinion about the main idea/claim/theme, and discuss how it connects to my own ideas and experiences, **other sources I've read, or issues/events in the world.**

**I can use important details** to summarize the story/source as I describe the main idea/claim/theme.

I can share my opinion about the main idea/claim/theme, **and the values it reflects.**

I can discuss how it connects to my own ideas and experiences, other sources I've read, or issues/events in the world.

**I can use details to talk about how well the main idea/claim/theme was developed through the content/plot/characters presented in the story/source.**

**I can cite the most relevant and important evidence** to summarize the story/source and explain the main idea/claim/theme.

**I can take a position** about the main idea/claim/theme and its underlying values/beliefs/theories.

**I can draw on textual evidence,** as well as personal experience or historical or contemporary issues/events to defend my position.

**I can use evidence to analyze** how well the main idea/claim/theme was developed through the content/plot/characters.

I can cite the most relevant or important evidence to present the main ideas/claims/themes of a high school level story/source **while succinctly summarizing its developments.**

**I can critique** the main idea/claim/theme, its underlying values/beliefs/theories, **and its potential or actual influence on society.**

I can draw on textual evidence to make connections to contemporary issues, historical events, **and/or institutional structures** (e.g., political, religious, cultural, racial) to defend my position.

I can use evidence to analyze how well the main idea/claim/theme was developed through the content/plot/characters.

I can cite the most relevant or important evidence to present the main ideas/claims/themes of a college level story/source while succinctly summarizing its developments.

I can critique the main idea/claim/theme, its underlying values/beliefs/paradigms, and its potential or actual influence on society.

I can draw on textual evidence **to discuss issues of power within and beyond the text,** making connections to contemporary issues, historical events, and/or institutional structures (e.g., political, religious, cultural, racial).

**I can critique how well developments engage readers and compel readers to espouse a particular way of thinking.**

## Analyze context, point of view, and purpose

I can share my ideas about why the author created this story/source (e.g., persuade, inform, entertain).

In stories, I can share reasons why the main character does or says things like I do (or unlike I do).

**I describe what the author is trying to get me to think/feel, and I can think critically about whether I agree or disagree.**

**I can use details from the text to talk about ways that I do/don't identify with the author or main character(s).**

**I can discuss whose perspective is missing and possible reasons why.**

I can figure out which values, beliefs, or ideas the author is trying to get me to agree with, and I can think critically about whether I agree or disagree.

**I can contrast the author or main characters' point of view with other points of view presented in or excluded by the source.**

**I can discuss how different audiences may experience this story/source differently from me and why** (e.g., social identity markers, such as race, religion, language, gender, class)..

**I can draw from textual evidence to analyze** which values, beliefs, or ideas the author is trying to get me to agree with, **evaluating sources for credibility** (when applicable).

I can contrast the author or main characters' point of view with other points of view or information presented, excluded, or misrepresented by the source.

**I can recognize examples of bias in the author's presentation of information, and assess the reliability of the author as a source of information.**

I can discuss how different audiences may experience this story/source differently from me and why.

**I can draw from textual evidence to critique** the values, beliefs, or ideas promoted by the author, evaluating sources for credibility (when applicable).

I can contrast the author or main characters' point of view with other points of view or information presented, excluded, or misrepresented by the source, **and discuss the impact on the reader's perspective.**

**I can analyze examples of bias** in the author's presentation of information, and assess the reliability **and credibility** of the author as a source of information.

I can discuss how different audiences may experience this story/source differently and why.

**I can make connections between author's purpose and the historical or contemporary context of the source.**

I can draw from textual evidence to critique the values, beliefs, or ideas promoted by the author, evaluating sources for credibility (when applicable).

I can contrast the author or main characters' point of view with others, and discuss the author's intent related to inclusion of different or conflicting information or points of view, and discuss the impact on the reader's perspective.

I can analyze examples of bias in the author's presentation of information as well as other sources by or about this author, and argue for or against the reliability and credibility of the author as a source of information.

I can draw on parts of the story/source and the whole to discuss how different audiences may experience this story/source differently and why.

I can analyze the relationship between the source and the historical or contemporary context in which it was created.

## Analyzing craft

I can look for ways the author/creator made something from the story/source stand out (e.g., bold text, something within a picture).

I can talk about or show why I think they did that, and if it helped me or not.

**I can talk about how certain words or phrases from the source stood out to me and had me thinking in a certain way.**

**I can talk about how the text structure** (e.g., problem-solution, cause and effect, time sequence) **helped with my understanding.**

**I can use examples to analyze specific techniques** (e.g., words and phrases, text structure, soundtrack, lighting, casting) **used by the author to focus my attention and/or make me think or feel a certain way.**

**I can analyze the effectiveness of the organizing structure in achieving its purpose.**

**I can use examples to evaluate the most impactful techniques** (e.g., rhetorical devices) used by the author to focus my attention, influence the way I think or feel, **and advance a certain point of view.**

**I can discuss how well specific techniques aligned to purpose.**

I can use examples to evaluate the most impactful techniques (e.g., rhetorical devices) used by the author to focus my attention, influence the way I think or feel, and advance a certain point of view.

I can discuss how well specific techniques aligned to purpose, **and how different choices could have resulted in greater impact.**

**I can critique** the author's use of a variety of techniques to focus the audience's attention, develop a point of view, and advance her/his purpose.

**I can evaluate the effectiveness of the techniques employed, and how they contribute to the power, persuasiveness, or beauty of the source.**

# Expressing Ideas

I can clearly and effectively express my ideas (in written and oral form) for particular purposes and audiences, using diverse formats and settings to inform, persuade, and connect with others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Expressing Ideas Through Academic Discourse</b>						
<b>Engage in academic discussion with others</b>	I can come to the discussion ready to share.	<b>I can come prepared to the discussion.</b>	I can come prepared to the discussion.	I can come prepared to the discussion.	I can come prepared to the discussion.	I can come to the discussion having completed the prep work necessary, <b>as well as extra reading or research on the topic or issue.</b>
	When it's my turn, I can share what I think about the topic, respond to others' comments, or ask questions of my own.  I can respectfully listen without interrupting when others are speaking.	<b>I can follow the established norms, respectfully listening without interrupting when others are speaking, and making sure I don't talk too much or too little.</b>  <b>I can pose a question, or respond to a question or comment, in a way that shows my knowledge of the topic.</b>	I can follow established norms for the discussion.  I can pose one or more questions, or respond to a question or comment, about the topic <b>to get more information about other people's ideas.</b>  I can respond to a question or comment <b>by using evidence</b> in a way that shows my knowledge of the topic or source.  <b>I can reflect on how well the discussion went and what I learned.</b>	I can follow established norms for the discussion.  I can pose one or more questions to get more information about other people's ideas.  I can use evidence to support my perspectives or to clarify, confirm, or challenge those of others.  I can reflect on <b>how the reasons or evidence provided by others inform or change the way I am thinking.</b>	<b>I can co-create and follow established norms for the discussion.</b>  <b>I can deepen the discussion by posing questions and by using evidence</b> to support my perspectives or to clarify, confirm, or challenge those of others.  I can reflect on how the reasons, evidence, <b>or perspectives of others expand or evolve my thinking.</b>	I can co-create and follow established norms for the discussion.  I can deepen <b>and propel</b> the discussion by posing <b>insightful</b> questions and by using specific evidence to support my perspectives or to clarify, confirm, or challenge those of others.  <b>I can integrate my additional reading and research by providing the group with new information, perspectives, insights, or relevant connections that build on my or others' ideas.</b>  I can reflect on how the reasons, evidence, <b>insights or perspectives</b> of others expand or evolve my thinking.
<b>Expressing Ideas Through a Product or Performance</b>						

# Expressing Ideas

I can clearly and effectively express my ideas (in written and oral form) for particular purposes and audiences, using diverse formats and settings to inform, persuade, and connect with others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Identify a core message and audience	I can choose the main thing I want to say to my audience.	I can choose <b>a central message for my product/performance.</b>  <b>I can determine my audience and purpose.</b>	I can choose a central message (e.g., thesis, claim, story) for my product/performance.  <b>I have specific ideas for tailoring my approach</b> for my audience and purpose.	<b>Drawing on diverse sources,</b> I can develop a central message for my product/performance <b>that connects to an important theme, idea, or issue in the world.</b>  I have specific ideas for tailoring my approach for my audience and purpose.	Drawing on diverse sources, I can develop a central message for my product/performance that connects to an important theme, idea, or issue in the world.  <b>I can articulate the impact I hope to have on my audience.</b>  I have specific ideas <b>and strategies</b> for tailoring my approach for my audience and purpose, <b>and for achieving impact.</b>	Drawing on diverse sources <b>and original insight,</b> I can develop a central message that connects to an important theme, idea, or issue in the world <b>and that contributes to, or advances, the field or discipline.</b>  <b>I can anticipate the impact these ideas will have on different audiences and/or my community, and craft my message in a responsible way.</b>  I have specific ideas and strategies for tailoring my approach for my audience and purpose, and for achieving impact.

# Expressing Ideas

I can clearly and effectively express my ideas (in written and oral form) for particular purposes and audiences, using diverse formats and settings to inform, persuade, and connect with others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Develop and organize the message</b>	<p>I can choose the details I want to share.</p> <p>I can put the details in the order that makes sense.</p> <p>I can choose a beginning that gets my audience's attention.</p>	<p><b>I can choose details and information that will help me achieve my purpose</b> (e.g., inform, persuade, entertain).</p> <p>I can organize my ideas <b>in a way that is easy for my audience to follow.</b></p> <p>I can choose a beginning that gets my audience's attention, <b>and provide a logical conclusion/resolution.</b></p> <p><b>I can use words and examples that are relatable to my audience.</b></p>	<p>I can choose <b>important details and/or evidence to develop my ideas</b> (e.g., claims, characters, plot) in support of my purpose.</p> <p>I can organize my ideas <b>in a logical way.</b></p> <p>I can begin with a hook to get my audience's attention, <b>and conclude by leaving the audience with something to think about.</b></p> <p><b>I can choose tools and techniques</b> (e.g., word choice, phrasing, pictures, sound effects, tone) <b>to help my audience connect with my message.</b></p>	<p>I can choose <b>the most relevant and important</b> details, <b>descriptions</b>, and/or evidence to develop my ideas in support of my purpose, <b>addressing conflicting or alternative ideas or perspectives (when applicable).</b></p> <p>I can organize my ideas <b>and supporting content around a logical arc that unfolds the ideas/plot, and provides the audience with a memorable conclusion/resolution.</b></p> <p>I can begin with a hook to get my audience's attention.</p> <p>I can <b>apply elements of author's/creator's craft</b> (e.g., rhetorical devices, foreshadowing, dialogue, cinematic techniques) <b>that help amplify my message for my audience.</b></p>	<p>I can choose the most relevant and important details, descriptions, and/or evidence <b>to add depth or complexity to my ideas</b> in support of my purpose (addressing conflicting or alternative ideas or perspectives when applicable).</p> <p>I can organize my ideas and supporting content around a logical, <b>coherent</b> arc that unfolds the ideas/plot <b>and theme</b>, and provides the audience with <b>an insight or implication in the conclusion/resolution.</b></p> <p>I can begin with a <b>compelling hook that sets the stage for my message, and provides important context for my audience.</b></p> <p>I can apply <b>a variety of elements of author's/creator's craft that showcases my creativity</b> and helps amplify my message.</p>	<p>I can choose the most relevant and important details and/or evidence to add depth or complexity to my ideas in support of my purpose (addressing conflicting or alternative ideas or perspectives when applicable).</p> <p>I can organize my ideas and supporting content around a logical, coherent, <b>and compelling</b> arc that helps unfold the ideas/plot and theme, and provides the audience with a <b>powerful insight or important implication</b> in the conclusion/resolution.</p> <p><b>I can select from a variety of techniques and genres to create a compelling or provocative hook that sets the stage for my message, and I can integrate critical contextual information upfront that helps convey its significance.</b></p> <p>I can apply <b>sophisticated</b> elements of author's/creator's craft (e.g., artistic pacing, complex reflection, engaging dialogue) that illustrates my creativity <b>and command of the genre</b>, and help amplify my message.</p>

# Expressing Ideas

I can clearly and effectively express my ideas (in written and oral form) for particular purposes and audiences, using diverse formats and settings to inform, persuade, and connect with others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Prepare the medium	<p>With guidance, I can choose the best way to share my message with my audience (i.e., speaking, writing, showing).</p>	<p>I can choose the best <b>format</b> for reaching my audience (e.g., written story, presentation, video).</p> <p><b>With others, I can learn from high-quality examples and get ideas for my own product/performance.</b></p>	<p>I can choose the <b>most effective format for my specific purpose and audience.</b></p> <p>With others, I can learn from high-quality examples and get ideas for <b>specific aspects of my product/performance.</b></p> <p><b>I can make choices about the features of my product/performance</b> (e.g., data, pictures, music, software tools) <b>and use of technology that help strengthen my message for my specific audience.</b></p>	<p>I can choose the most effective format for my specific purpose and audience.</p> <p><b>Using criteria,</b> I can learn from high-quality examples and get ideas for specific aspects of my product/performance.</p> <p>I can make choices about the features of my product/performance and use of technology that help me strengthen <b>or elaborate</b> my message and <b>positively impact my specific audience.</b></p>	<p>I can choose the most effective format for my specific purpose and audience.</p> <p><b>On my own, I can use criteria to source and</b> learn from high-quality examples and get ideas for my own product/performance.</p> <p>I can make choices about the features of my product/performance and use of technology that help me strengthen or elaborate my message and positively impact my specific audience.</p> <p><b>I can incorporate design decisions that show evidence of my original thinking.</b></p>	<p>I can choose the most <b>effective formats to tailor my products/performances for different audiences and/or purposes.</b></p> <p><b>Using criteria I've created,</b> I can source and learn from <b>exemplars, draw inspiration, and analyze format choice relative to purpose and audience.</b></p> <p>I can make <b>differentiated</b> choices about the features of my products/performances and use of technology that help me strengthen or elaborate my message and positively impact my <b>different audience/s.</b></p> <p>I can incorporate <b>novel</b> design decisions that <b>exemplify, or challenge, convention.</b></p>

# Expressing Ideas

I can clearly and effectively express my ideas (in written and oral form) for particular purposes and audiences, using diverse formats and settings to inform, persuade, and connect with others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Finalize, practice and prepare with others</b>	<p>I can use feedback to improve my work.</p> <p>I can make sure I've used complete sentences and punctuation in my speaking or writing.</p>	<p><b>I can self-assess against criteria to identify areas for improvement.</b></p> <p>I can use feedback to improve my product/performance.</p> <p><b>I can edit my final product to ensure it meets the guidelines provided by my teacher.</b></p> <p><b>I can practice or rehearse my performance before I share (when applicable).</b></p>	<p>I can self-assess against criteria to identify areas for improvement.</p> <p>I can use feedback to improve my product/performance <b>for my specific audience and purpose.</b></p> <p>I can edit my final product to ensure <b>it follows conventions and standards for the chosen genre.</b></p> <p>I can practice or rehearse my performance, <b>and make one or more adjustments to prepare for my performance</b> (when applicable).</p>	<p>I can self-assess against criteria to identify areas for improvement.</p> <p><b>I can gather and selectively use feedback from others,</b> to improve my product/performance for my specific audience and purpose.</p> <p>I can edit my final product to ensure it follows conventions and standards for the chosen genre.</p> <p>I can practice or rehearse my performance, and make adjustments to prepare for my performance <b>and to ensure supporting materials or supplies are ready</b> (when applicable).</p>	<p><b>I can solicit general as well as targeted feedback based on my self-assessment,</b> and selectively integrate feedback to improve my product/performance for my specific audience and purpose.</p> <p>I can edit my final product to ensure it follows conventions and standards <b>consistent with the professional world.</b></p> <p><b>I can participate in sufficient practice or rehearsal rounds to ensure a high quality performance,</b> make adjustments to prepare for my performance, and ensure <b>supporting technologies, supplies, and materials are ready</b> (when applicable).</p>	<p>I can solicit general as well as targeted feedback <b>from expert/s</b> based on my self-assessment, and selectively integrate feedback to improve my product/performance for my specific audience and purpose.</p> <p>I can edit my final product to ensure it follows conventions and standards consistent with the professional world, <b>or breaks from standard conventions for a specific purpose or effect.</b></p> <p>I can participate in sufficient practice or rehearsal rounds <b>at the designated venue/location to ensure the highest quality performance,</b> making adjustments to prepare for my performance and <b>working with others to ensure supporting technologies, supplies, materials, and all other components of the performance</b> are ready (when applicable).</p>

# Expressing Ideas

I can clearly and effectively express my ideas (in written and oral form) for particular purposes and audiences, using diverse formats and settings to inform, persuade, and connect with others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Engage, respond and reflect</b>	<p>When asked, I can answer questions about the ideas I shared.</p> <p>I can reflect on how well I think my audience liked what I shared.</p>	<p>When asked, I can answer questions about my product/performance <b>and/or provide additional information to my audience.</b></p> <p><b>I can explain what I did well and what I would change the next time.</b></p>	<p>I can respond to <b>a range of questions</b> (e.g., clarify, elaborate, critique) about my product/performance, <b>maintaining my composure.</b></p> <p><b>I can reflect on both my process and product to identify areas of strength and areas for improvement.</b></p>	<p>I can respond to a range of questions about my work, maintaining my composure <b>and connection to the audience</b> (e.g., phrasing, tone, eye contact, references).</p> <p>I can reflect on both my process and product to identify areas of strength and areas for improvement.</p> <p><b>I can reflect on the impact my work had on my audience.</b></p>	<p><b>With confidence and composure</b>, I can respond to a range of questions about my work, <b>choosing carefully selected words, examples, or resources to connect with my specific audience.</b></p> <p><b>I can evaluate</b> both my process and product to identify areas of strength and areas for improvement.</p> <p><b>I can evaluate the impact my product had on my specific audience.</b></p>	<p>With confidence, <b>integrity</b>, and composure, I can respond to a range of questions about my work, choosing carefully selected words, examples, or resources to connect with my specific audience.</p> <p>I can evaluate both my process and product to identify areas of strength and areas for improvement.</p> <p>I can evaluate the impact my product had on my specific audience, <b>including whether or not my final product impacted them in the way I intended, collecting and analyzing feedback from my audience when possible.</b></p>



# Investigating through Inquiry

I can frame questions and organize an investigative process that builds on existing knowledge, tests ideas, models, or theories, and generates new and important insights for myself and others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Frame a research question</b>	With guidance, I can notice things around me and then come up with a question that will help me learn more about a topic or about the way something works.	I can use my observations to come up with a specific question that relates to a problem or situation that I am exploring.	I can use observations to come up with a testable/researchable question that addresses a problem or topic I am investigating.  <b>I can cite one or more relevant sources that I've used to explore the problem or topic.</b>	I can use observations to come up with a testable/researchable question that addresses the problem or issue I am investigating.  I can cite one or more relevant sources that I've used to explore the problem or topic, <b>and provide a rationale for the inquiry in a way that shows my depth of knowledge on the topic.</b>	I can draw on observational data to formulate a testable/researchable question that addresses the problem or issue I am investigating.  <b>I can provide a compelling rationale for the inquiry, citing current academic research, relevant scientific theories/models, and/or my own observations.</b>	<b>I can draw on diverse sources, including observational data,</b> to formulate a testable/researchable question that addresses an enduring problem or issue in the field.  I can provide a compelling rationale for the inquiry, citing relevant scientific theories/models, current academic research (including its limitations), and my own observations.  <b>My question challenges or advances current thinking on the topic or issue.</b>
<b>Form a hypothesis</b> #scienceonly	I can guess what I think will happen.	I can make a prediction about what will happen if a variable is changed.	I can formulate <b>a hypothesis</b> (e.g., "If...then..."), about what will happen when a variable is changed.	I can formulate a testable hypothesis that <b>accurately describes relationships between dependent and independent variables.</b>	I can formulate a testable hypothesis that accurately describes relationships between dependent and independent variables, <b>and that is based on observations or scientific models/theories.</b>	I can formulate a testable hypothesis that accurately describes relationships between dependent and independent variables, and that is based on <b>formal observations I've recorded and research I've conducted on relevant scientific models/theories.</b>

# Investigating through Inquiry

I can frame questions and organize an investigative process that builds on existing knowledge, tests ideas, models, or theories, and generates new and important insights for myself and others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Develop and strengthen a plan</b>	<p>With guidance, I can create create a step-by-step plan to help me gather new information to help answer my question.</p> <p>I can use feedback to help me improve my plan.</p>	<p>Using a template or example provided, I can create a step-by-step plan for <b>collecting data</b> that will help me answer my question.</p> <p><b>From options provided for me, I can identify the best tools that will help me gather the data I need.</b></p> <p>I can use feedback to help me improve my plan.</p>	<p>Using a template or example provided, I can create a <b>detailed and complete step-by-step plan</b> for collecting the data that will help me answer my research question.</p> <p><b>With support, I can identify the best available tools and methods for collection.</b></p> <p>I can <b>give and receive feedback</b> to strengthen my plan and help others, too.</p>	<p>I can create a detailed and complete step-by-step action plan (e.g., lab procedures, primary research methods) that <b>directly addresses my research question.</b></p> <p><b>I can identify the best available tools and methods for data collection and recording.</b></p> <p>I can give, receive, and <b>integrate criterion-referenced feedback</b> to strengthen my plan.</p>	<p>I can design a <b>detailed, replicable investigation</b> that directly addresses my research question.</p> <p>I can identify the best available tools and methods for data collection and recording, while <b>addressing the level of accuracy these tools and methods involve.</b></p> <p>I can give, receive, and integrate criterion-referenced feedback to strengthen my plan.</p>	<p>I can design a detailed, replicable investigation that directly addresses my research question.</p> <p>I can identify <b>and justify</b> the tools selected for collecting, recording, <b>and analyzing data under the specific set of conditions present.</b></p> <p><b>I can provide a detailed discussion of the limitations of the study's design</b> (e.g. number of trials, cost, risk, time).</p> <p>I can give, receive, and integrate criterion-referenced feedback to strengthen my plan.</p>
<b>Collect and analyze data</b>	<p>I can follow my plan, using pictures to record new information (observations, thoughts, ideas).</p> <p>With guidance, I can point out important or interesting details in the new information.</p>	<p>I can follow my plan to collect data, <b>recording information carefully.</b></p> <p><b>With guidance, I can organize my data into tables or graphs.</b></p> <p>I can point out important or interesting details about my data (e.g., patterns, outliers).</p>	<p>I can implement my data collection plan, <b>while avoiding significant data collection errors</b> (e.g., missed steps, insufficient samples, inaccurate recording)</p> <p><b>I can organize my data using graphical displays</b> (e.g., maps, charts, graphs, tables).</p> <p><b>I can identify patterns and outliers in my data set, and explain what they mean in the context of my research question.</b></p>	<p>I can implement my data collection plan, while avoiding significant data collection errors.</p> <p>I can organize <b>and represent my data using graphical displays, relevant digital tools, and basic mathematical analysis (e.g., mean, median, mode, variability).</b></p> <p><b>I can use tools, technologies, or models to identify and explain important relationships among variables/factors in my data set.</b></p>	<p>I can implement my data collection plan <b>with precision</b>, avoiding data collection errors <b>and documenting any significant adjustments made to my methods.</b></p> <p>I can organize and represent my data sets using graphical displays, <b>statistical analysis tools and functions</b> (e.g., slope, intercept, correlation coefficient for linear fits), and other relevant technologies.</p> <p>I can use tools, technologies, or models to identify and explain important relationships among variables/factors, <b>and to make sense of disconfirming data.</b></p>	<p>I can implement my data collection with precision, gathering data <b>from multiple diverse sources (or repetitions of the experiment)</b>, avoiding errors, and documenting <b>in real time any adjustments made to my methods.</b></p> <p>I can organize and represent my data sets using graphical displays, statistical analysis tools and functions (e.g., slope, intercept, correlation coefficient for linear fits), and other relevant technologies.</p> <p>I can use tools, technologies, or models to identify and explain important relationships among variables/factors, and to make sense of disconfirming data.</p>

# Investigating through Inquiry

I can frame questions and organize an investigative process that builds on existing knowledge, tests ideas, models, or theories, and generates new and important insights for myself and others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Share findings	<p>With guidance, I can use details from my observations to help answer my question.</p> <p>I can explain what I learned from this inquiry process.</p>	<p>I can use <b>evidence from my data</b> (e.g., observations, measurements, patterns, outliers) to <b>construct an answer</b> to my research question.</p> <p>I can explain what I have learned through this experience, <b>including how the new information has changed my thinking about the topic.</b></p>	<p>I can explain my findings by <b>citing evidence from my data set, as well as from other relevant sources.</b></p> <p><b>I can discuss the limits of the evidence I've used to support my findings.</b></p> <p><b>I can explain how my findings relate back to my research question.</b></p>	<p><b>I can formulate and defend a claim</b> about my findings by citing evidence from my data set, as well as from other relevant sources.</p> <p><b>I can use scientific reasoning</b> to explain the limits of the evidence I've used to support my findings.</p> <p><b>I can identify and discuss key limitations of my research design</b> (e.g., single trial) <b>or process</b> (e.g., measurement error).</p>	<p>I can formulate and defend a <b>quantitative or qualitative claim</b> about my findings by citing evidence from my data set, as well as from other relevant sources.</p> <p>I can use scientific reasoning, <b>math skills, disciplinary knowledge, or contextual information to justify my claim/s, carefully distinguishing cause and effect and correlational relationships in the data.</b></p> <p><b>I can discuss in detail a range of key limitations of my research design and/or process.</b></p> <p><b>I can discuss possible implications for future research.</b></p>	<p>I can formulate and defend a quantitative or qualitative claim about my findings <b>before an authentic audience</b> by citing evidence from my data set, as well as from other relevant sources.</p> <p>I can use reasoning, math skills, disciplinary knowledge, or contextual information to justify my claim/s, carefully distinguishing cause and effect and correlational relationships in the data.</p> <p>I can discuss in detail a range of key limitations of my research design and process, <b>as well as possible changes that could be made to reduce sources of error in the future.</b></p> <p>I can discuss <b>insightful and important implications</b> for future research.</p>
Following writing conventions	<p>I can share my finding orally or using pictures that I've organized in a purposeful way.</p>	<p>I can present my ideas in a clear and logical order.</p> <p>I can follow formatting and referencing guidelines.</p>	<p><b>I can use formal language and an objective tone in my writing.</b></p> <p>I can present my ideas in a logical order.</p> <p>I can follow formatting and referencing guidelines.</p>	<p>I can use formal, academic language and an objective tone in my writing.</p> <p>I can present my ideas in a logical order.</p> <p>I can follow formatting and <b>citation norms for my final product</b> (e.g., MLA, APA).</p>	<p>I can use formal, <b>domain-specific language</b> and an objective tone in my writing.</p> <p>I can present my findings in a <b>clear, precise, and organized way.</b></p> <p><b>I can follow the norms and conventions of technical writing in the field, including accurate use of scientific or technical terms, and proper formatting and citing of sources used.</b></p>	<p>I can use formal, domain-specific language and an objective tone in my writing.</p> <p>I can communicate my findings in a precise, <b>compelling</b>, and organized way.</p> <p>My phrasing is original and I've carefully chosen words to accurately convey my ideas.</p> <p>I can consistently follow the norms and conventions of technical writing in the field, including accurate use of scientific or technical terms, <b>proper formatting of text and graphical displays</b>, and proper formatting and citing of sources used.</p>

## Investigating through Inquiry

I can frame questions and organize an investigative process that builds on existing knowledge, tests ideas, models, or theories, and generates new and important insights for myself and others.

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

LEVEL 6

*South Carolina Competency Prototype, developed by reDesign in collaboration with the Office of Personalized Learning, South Carolina Department of Education.  
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# Reasoning Quantitatively

I can think and solve problems like a mathematician; using limited information I can apply strategies to construct and defend mathematical solutions, models, and arguments.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Analyzing and interpreting data</b>	<p>I can describe the patterns I see in data provided to me.</p> <p>I can explain or show what I think it means, making connections to my own experience, ideas, or knowledge about the topic.</p>	<p>I can identify and describe patterns and outliers <b>in a data set</b>.</p> <p><b>I can use reasoning and contextual information to explain what the data means.</b></p>	<p>I can identify patterns and outliers in <b>one or more sources of data</b>.</p> <p>I can use reasoning, <b>math skills</b>, and contextual information to <b>draw inferences about the data and explain phenomena</b>.</p>	<p><b>I can analyze data sets involving linear or nonlinear relationships, and I can explain relationships between variables using details about the data</b>, including observed patterns or outliers.</p> <p>I can use reasoning, math skills, or contextual information to draw inferences about the data to support an evidence-based claim.</p> <p><b>When applicable, I can compare multiple data sets and determine similarities and differences between and among the data.</b></p>	<p><b>I can use systematic methods</b> to identify and analyze patterns and outliers in one or more data sets.</p> <p>I can use reasoning, math skills, <b>background knowledge</b>, or contextual information to <b>draw conclusions about the data, question others' conclusions drawn using the data, and/or make valid and reliable evidence-based claims</b>.</p> <p><b>I can determine the significance of the data as it relates to a hypothesis, working explanation, or relevant theories or models.</b></p>	<p>I can use systematic methods <b>and robust tools/technologies</b> to analyze patterns and outliers in one or more data sets.</p> <p>I can use reasoning, math skills, background and contextual information to draw <b>insightful inferences and carefully qualified conclusions</b> about the data, to question others' conclusions drawn using the data, and/or to make valid and reliable evidence-based claims.</p> <p>I can determine the significance of the data as it relates to a hypothesis, working explanation, or relevant theories or models.</p> <p><b>I can explain the limitations of the analysis (assumptions, biases, methodology).</b></p>

# Reasoning Quantitatively

I can think and solve problems like a mathematician; using limited information I can apply strategies to construct and defend mathematical solutions, models, and arguments.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Representing data	<p>I can record what I see, and use and share pictures to explain my observations.</p>	<p><b>With guidance, I can represent data in a table or graph</b> (e.g., bar graphs, pictographs, pie charts) <b>that is correctly titled and labeled.</b></p> <p><b>I can explain how I have organized the data and what it shows.</b></p>	<p>I can <b>accurately organize and display data</b> using correctly titled and labeled tables, charts, or graphical displays.</p> <p>I can explain my approach <b>and rationale</b> for how I have organized the data, as well as what it shows.</p>	<p>I can accurately organize and display an original data set using tables, charts, and/or graphs in print and electronic form, in order to represent either linear or nonlinear relationships.</p> <p><b>I can apply descriptive statistics</b> (e.g., including mean, median, mode, and variability) to represent and discuss my data, using digital tools when useful.</p>	<p>I can accurately organize and display original data, <b>using the most appropriate organizing tools and visual displays for the type of data generated.</b></p> <p><b>I can apply concepts of statistics and probability</b> (function fits to data, slope, intercept, and correlation coefficient for linear fits) <b>to analyze and characterize data from an investigation.</b></p> <p><b>My representation of data is well-suited to a specific audience and purpose.</b></p>	<p>I can accurately organize and display original data, <b>using software to develop</b> the most appropriate organizing tools and visual displays for the type of data generated.</p> <p>I can apply <b>advanced statistical methods</b> to analyze and characterize data from an investigation.</p> <p>My representation of data is well-suited to a specific audience and purpose, <b>and demonstrates insightful mathematical portrayal in a way that contributes to a deeper understanding by others.</b></p>
Solving problems	<p>I can rephrase a problem in my own words (or gestures), and ask questions about the problem that help me break it down into smaller parts.</p> <p>I can try using a strategy (experimenting, tinkering, pattern detection, visualizing, conjecture, inventing) to come up with a solution.</p> <p>I can explain or show my approach.</p>	<p><b>I can organize the important information in a useful way (chart, table, graph)</b> and ask questions about the problem to <b>help me identify a starting point for solving it.</b></p> <p>I can choose and apply at least one problem-solving strategy to begin testing out a solution.</p> <p><b>I can explain why my answer is reasonable or not reasonable.</b></p>	<p>I can organize the important information in a way that helps me better understand the information, the problem, and/or how I should approach solving it.</p> <p><b>I can break down a problem into smaller parts and identify a strategic entry point for building a solution.</b></p> <p>I can come up with a solution to the problem, <b>and test my solution, such as by using a simpler, similar problem.</b></p> <p><b>I can make corrections so that my solution is definitely reasonable and error free.</b></p>	<p>I can organize the important information effectively, <b>and I can identify what additional information would be helpful.</b></p> <p>I can apply one or more problem-solving strategies to build an effective and efficient solution, <b>and test my solution using multiple numerical cases.</b></p> <p>I can make any needed corrections <b>so that my solution is reasonable and free from computational errors.</b></p>	<p><b>I can use tools (e.g., ruler, calculator, spreadsheet, software) to help me apply strategies effectively.</b></p> <p>I can apply one or more problem-solving strategies to build an effective and efficient solution, and test my solution using multiple numerical cases.</p> <p><b>My approach demonstrates how I am attending to precision and to the meaning of the quantities.</b></p>	<p>I can use tools (e.g., ruler, calculator, spreadsheet, software) to help me apply strategies effectively.</p> <p><b>I can devise a novel approach to solving a problem, such as by experimenting with known approaches.</b></p> <p>My approach demonstrates how I am attending to precision and to the meaning of the quantities.</p>

# Reasoning Quantitatively

I can think and solve problems like a mathematician; using limited information I can apply strategies to construct and defend mathematical solutions, models, and arguments.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Constructing explanations	<p>I can state my answer to the problem.</p> <p>I can show the steps that I took to come to my answer.</p>	<p>I can state my answer to the problem using correct notation.</p> <p>I can explain the steps I took to come to my answer, and why my answer is reasonable or not reasonable.</p>	<p>I can come up with a solution to the problem, and test my solution, such as by using a simpler, similar problem.</p> <p>I can make corrections so that my solution is definitely reasonable and error free.</p> <p>I can state my answer to the problem using correct mathematical notation.</p>	<p>I can test my solution, such as by using multiple numerical cases.</p> <p>I can make any needed corrections so that my solution is reasonable and free from computational errors.</p> <p>I can state my solution to the problem in narrative form using correct mathematical notation.</p> <p>My solution is reasonable.</p>	<p>I can test my solution in multiple ways to confirm the validity of my approach.</p> <p>I can make any needed corrections so that my solution is reasonable and free from computational errors.</p> <p>I can state my solution to the problem in narrative form using mathematical language and proper mathematical notation.</p> <p>I can respond to questions and critique about my solution directly and persuasively.</p>	<p>I can test my solution in multiple ways to confirm the validity of my approach.</p> <p>I can make any needed corrections so that my solution is reasonable and free from computational errors.</p> <p>I can state a correct and/or high quality solution to the problem in narrative form using mathematical language and proper mathematical notation.</p> <p>I can respond to questions and critique about my solution directly and persuasively in a work-based or professional setting.</p>



# Using Sources

I can engage with diverse sources of information, understanding ways to select, contextualize, and use resources responsibly, while attending to their limitations.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Select relevant sources	Using a source provided for me, I can identify key information and explain how it relates to the topic or question at hand.	Using different <b>types of primary and secondary sources</b> (e.g., illustrations, graphs, texts, timelines) provided for me, I can identify key information and explain how it relates to the topic or question at hand.	Using different types of primary and secondary sources provided for me <b>or that I have identified on my own</b> , I can identify key information <b>that provides evidence or details related to a specific research question</b> .	<p><b>I can use basic criteria</b> (e.g., publisher/platform, author, publication date) <b>and basic search methods and tools</b> (e.g., key words/categories; databases; websites) <b>to identify and select relevant and credible sources</b>.</p> <p><b>I can use primary and/or secondary sources</b> to enable me to gather important information <b>reflecting multiple points of view on my topic</b>, and to identify specific evidence related to my research question.</p>	<p>I can use <b>robust criteria</b> (e.g., affiliate institutions, times cited) <b>and advanced search methods</b> (e.g., academic journals, phrase searching, boolean operators) and tools to identify and select relevant and credible sources.</p> <p>When applicable, I can use both primary and secondary sources to gather <b>detailed, comprehensive information</b> reflecting multiple points of view on my topic, and to identify specific evidence related to my research question.</p> <p><b>I can note important gaps or limitations in my sources</b>.</p>	<p>I can use robust criteria and advanced search methods and tools to identify and select diverse, relevant and reliable sources in a range of formats.</p> <p>I can use both primary and secondary sources to gather detailed, comprehensive information from multiple perspectives on my topic and specific evidence related to my research question.</p> <p>I can note important gaps or limitations in my sources, <b>and discuss the impact of those gaps or limitations when applicable</b>.</p>
Contextualize sources	I can identify the time and place that my source of information originated.	I can provide information about the time and place that my source/s originated, <b>as well as basic information about the author/s or maker/s</b> .	<p>I can assess the credibility of the source by considering the author/maker, <b>purpose, and intended audience of my source/s</b>, the time and place of their origin.</p> <p><b>I can include important historical or cultural information surrounding the source</b>.</p>	<p>I can assess the credibility of the source by considering the author/maker, purpose, and intended audience of my source/s, as well as key contextual information (e.g., historical, political, economic, socio-cultural) about the source.</p> <p><b>I can assess key events or conditions surrounding the creation of my source/s</b>.</p>	<p>I can assess the credibility of the source by considering author/maker, purpose, and intended audience of my source/s, <b>as well as key contextual information</b> (e.g., historical, political, economic, socio-cultural) about the source.</p> <p>I can assess key events or conditions surrounding the creation of my source/s, <b>and analyze how these conditions shaped the meaning or significance of the source</b>.</p>	<p>I can assess the credibility of the source by considering author/maker, purpose, and intended audience of my source/s, as well as key contextual information about each source.</p> <p>I can assess key events or conditions surrounding the creation of my source/s, <b>and I can use my analysis of these conditions to strengthen my argument or explanation</b>.</p>



# Using Sources

I can engage with diverse sources of information, understanding ways to select, contextualize, and use resources responsibly, while attending to their limitations.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Use systems to organize information gathered	With guidance, I can capture the key information I have identified using pictures and/or words.	With guidance, I can capture <b>and organize key information that I have identified about my sources.</b>	<b>I can choose and apply a specific note-taking system to help me</b> capture and organize important information from <b>multiple sources that is relevant to my purpose</b> (e.g., key facts, ideas, details, quotes).  My notes are organized in a purposeful way (e.g. by type of source, claim, alphabetical order) and include complete bibliographical information so that I can avoid plagiarism.	I can choose and apply a specific note-taking system <b>and relevant digital tools</b> to help me capture, organize, <b>and easily search</b> important information across multiple sources to support my research purpose.  My notes are organized in a purposeful way and include complete citations on all sources so that I can avoid plagiarism <b>and easily generate references/citations for my end product.</b>	I can choose and apply an effective note-taking system and set of relevant digital tools to help me capture, organize, and easily search my research materials, <b>maintain a research journal, and systematize aspects of my research process</b> (e.g. Google Drive, Noodlebib, Asana) <b>to help me achieve my research goals.</b>  My notes are purposefully organized, <b>judiciously taken</b> (e.g., distinguish between paraphrases, quotations, summaries, and personal thoughts), and include complete citations on all sources so that I can avoid plagiarism and easily generate references/citations for my end product.	I have an effective system and set of tools for note-taking, organizing my research materials, maintaining a research journal <b>to capture my own reflections or insights</b> , and systematizing my research process <b>so that I can efficiently extract the most important information from the highest quality sources in order to fulfill my research purpose.</b>  My notes are purposefully organized, judiciously taken, <b>easily shareable with collaborators or reviewers</b> , and include complete citations on all sources so that I can avoid plagiarism and easily generate references/citations for my end product.
Synthesize multiple sources	I can share what I learned about the topic from the source.	I can compare information from different sources about the same topic or question.  I can make <b>one or more new connections between the topic/question</b> and the key information I have identified <b>from one or more sources.</b>	I can compare information from different sources <b>that directly inform my research question.</b>  <b>I can use details from the sources to explain key insights I have formed</b> about my research question.  I can cite my sources.	<b>I can categorize and synthesize ideas, positions/claims, and supporting details and evidence from multiple, diverse sources.</b>  <b>I can identify key ideas and details to support my argument or explanation.</b>  I can cite my sources using appropriate formatting.	I can categorize and synthesize ideas, positions/claims, and supporting details and evidence from multiple, diverse sources, generating important insights about my research question.  <b>I can identify and integrate key ideas and supporting details to support my evidence-based argument or explanation.</b>  <b>I can draw on sources to help me address alternative views or counter-claims.</b>  I can cite my sources using appropriate formatting.	I can categorize and synthesize ideas, positions/claims, supporting ideas and evidence from multiple, diverse sources, <b>generating important and novel insights about my research question.</b>  I can identify and integrate key ideas and supporting details to support a <b>compelling</b> , evidence-based argument or explanation that <b>effectively and thoroughly addresses diverse perspectives and challenges or expands the reader's perspective on the topic.</b>  I can cite my sources using appropriate formatting.



## Using Sources

I can engage with diverse sources of information, understanding ways to select, contextualize, and use resources responsibly, while attending to their limitations.

LEVEL 1

LEVEL 2

LEVEL 3

LEVEL 4

LEVEL 5

LEVEL 6

*South Carolina Competency Prototype, developed by reDesign in collaboration with the Office of Personalized Learning, South Carolina Department of Education.  
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# Designing Solutions

I can engage in a systematic design process, independently and with others, to engage with complex problems or challenges and generate innovative and feasible solutions in a range of disciplinary or interdisciplinary contexts.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Define a design problem or challenge	With guidance, I can define a problem that can be solved by improving an object or tool.	I can <b>identify and define</b> a problem that can be solved by creating or improving an object, tool, or <b>process</b> .	I can identify and define a design problem that can be solved by creating or improving an object, tool, process, <b>or system</b> .  <b>The design challenge has significance in my community.</b>	I can identify and define a design problem that can be solved by creating or improving an object, tool, process or system <b>that involves multiple, interacting components</b> .  The design challenge has significance in my community.	I can identify and define a design problem <b>using compelling language that speaks to the target user or benefactor</b> .  The design problem <b>has local or global significance</b> , and can be solved through the development of an object, tool, process or system that involves multiple, interacting components <b>and multi-dimensional constraints</b> (e.g., social, technological, environmental).	I can identify and define, <b>or reframe</b> , an important design problem in a <b>novel</b> , compelling, user-centered way.  The design problem has local or global significance, and involves the development of objects, tools, processes or systems <b>with multiple dependencies and complex, multi-dimensional constraints</b> .  <b>The design challenge is one that others have attempted to address with limited results.</b>
Explore the problem	With guidance, I can gather and analyze important information that will help me understand the problem better.  With guidance, I can create criteria for success.	I can identify, gather, and analyze important information that will help me understand the problem.  With guidance, I can create criteria for success.	I can identify, gather, and analyze important information that will help me understand <b>multiple dimensions of</b> the problem (e.g., user experience, performance, limitations, negative effects or byproducts).  <b>I can draw on multiple relevant sources to inform my research, including user experience data.</b>  I can define success criteria.	I can identify, <b>record</b> , and analyze important information that will help me understand multiple dimensions of the problem <b>and its context</b> (e.g., cultural, technological, environmental, political, economic).  I can draw on multiple relevant and diverse sources to inform my research, including user experience data <b>that I've collected on my own</b> .  I can define success criteria.	I can identify, record, and analyze important information that illuminates multiple dimensions of the problem and its context.  I can draw on multiple relevant and diverse primary and secondary sources to help me formulate important insights.  I can define success criteria <b>and key design parameters (e.g., cost, time, materials, ethical considerations) with detail and precision</b> .	I can identify, record, and analyze important information that illuminates multiple dimensions of the problem and its context.  I can draw on multiple relevant and diverse primary and secondary sources to help me formulate <b>surprising, nuanced insights and to articulate needs</b> .  I can define success criteria and key design parameters with <b>critical detail and precision</b> .

# Designing Solutions

I can engage in a systematic design process, independently and with others, to engage with complex problems or challenges and generate innovative and feasible solutions in a range of disciplinary or interdisciplinary contexts.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Generate and validate ideas	<p>With guidance, I can come up with a long list of different ways to solve the problem.</p> <p>With guidance, I can select one or two realistic ideas from the list that I plan to test out.</p>	<p>I can come up with a list of different ways to solve the problem.</p> <p>I can select one or two realistic ideas from the list that I plan to test out.</p>	<p>I can <b>brainstorm an extensive list</b> of ideas for solving the problem, <b>some very practical and some almost impossible.</b></p> <p><b>Attending to my design criteria,</b> I can select one or two realistic ideas from the list that I plan to test out.</p>	<p>I can use divergent thinking processes to come up with a <b>large, diverse range of ideas and concepts</b> for solving the problem.</p> <p>Attending to my design criteria, I can select one or two realistic ideas to move forward.</p>	<p>I can use divergent thinking processes to come up with a large, diverse range of ideas and concepts for solving the problem.</p> <p>Attending to my design criteria <b>and design parameters,</b> I can select one or two realistic ideas to move forward.</p>	<p>I can use divergent thinking processes to come up with a large, diverse range of ideas and concepts for solving the problem.</p> <p>Attending to my design criteria and design parameters, I can select two or three realistic ideas <b>that represent diversity.</b></p>
Build a prototype or model	<p>With guidance, I can build a prototype/model that meets my success criteria.</p>	<p>I can build a prototype/model that meet my success criteria.</p> <p><b>I can select from available materials or tools that help me accurately represent the object, tool, system, or process.</b></p>	<p>I can build a <b>prototype/model</b> that meets my success criteria.</p> <p>I can select the <b>best available</b> materials or tools that help me accurately represent the object, tool, process, or system.</p> <p><b>When applicable, I can build a prototype/model that represents how different parts of the system interact.</b></p>	<p>I can build multiple prototypes/models that meet my success criteria.</p> <p>I can select the best available materials or tools that help me accurately represent the object, tool, system or process.</p> <p>When applicable, I can build a prototype/model that represents how different parts of the system interact <b>with accuracy.</b></p>	<p>I can build multiple prototypes/models that meet my success criteria <b>and design parameters.</b></p> <p>I can select the best available materials and tools to accurately represent the design.</p> <p>When applicable, I can <b>accurately</b> represent how different parts of the system interact, <b>and use the prototype to predict what happens when a variable is changed.</b></p>	<p><b>I can build alpha and beta prototypes/models</b> that meet my success criteria and design parameters, <b>and that represent different ways to meet diverse user needs in multiple contexts.</b></p> <p>I can select the best available materials and tools to accurately represent the design.</p> <p>When applicable, I can accurately represent how different parts of the system interact, and use the prototype to predict what happens <b>when different variables are changed.</b></p>

# Designing Solutions

I can engage in a systematic design process, independently and with others, to engage with complex problems or challenges and generate innovative and feasible solutions in a range of disciplinary or interdisciplinary contexts.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Test and iterate	With guidance, I can test my prototype/model and improve it, based on what I learned during the test.	I can test my prototype/model and improve it, <b>recording what I learn during the test.</b>	I can test and iterate my prototype/model through one formal improvement cycle (e.g., concept, feasibility) <b>recording measurements/data and documenting</b> what I learn during the test.  <b>I can use what I learn during testing to eliminate a flaw in the prototype/model.</b>	I can test and iterate each prototype/model through at least three improvement cycles, recording measurements/data and documenting what I learn during each test.  Through testing and modification, I can eliminate <b>significant flaws and/or major limitations</b> of the prototype/model.	I can test and iterate each prototype/model through at least three improvement cycles, recording measurements/data and documenting <b>new insights or considerations.</b>  Through testing and modification, I can eliminate significant flaws and major limitations, and develop a feasible prototype that meets my criteria and design parameters and is ready for beta testing.  <b>My prototype is viable and attends to the diverse needs I'm seeking to address.</b>	I can test and iterate each prototype/model through multiple improvement cycles, recording measurements/data and documenting new insights or considerations.  Through testing and modification, I can eliminate significant flaws and major limitations, and develop a feasible <b>beta-tested prototype</b> that meets my criteria and design parameters <b>and is ready for manufacturing.</b>  My prototype is viable attends to the diverse needs <b>and contexts of my users, and represents a novel, sustainable solution to the problem.</b>

# Navigating Conflict

I can contribute toward healthy dynamics between individuals and among communities through empathetic listening, consensus-building, and fair judgement that considers impact on both the individual and the community.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Recognize and manage my own emotions	With prompting, when I am feeling really upset, I can use a strategy to calm myself down (e.g., count to 10, separate myself, take a deep breath).	When I am feeling really upset, I can use one or more strategies to calm myself down.  <b>I can identify the specific emotion/s I am feeling.</b>	When I am beginning to feel upset, I can <b>quickly recognize the emotion/s I am feeling</b> and use one or more strategies to calm myself down.  <b>I can locate where in my body I feel my emotional response</b> (e.g., anxious in stomach, tightness in chest).  <b>I can determine when I'm ready to talk to others about how I'm feeling.</b>	When I am beginning to feel upset, I can quickly recognize the emotion/s I am feeling and use one or more strategies to calm myself down <b>or prevent myself from feeling overwhelmed.</b>  I can locate where in my body I feel my emotional response.  <b>When I'm ready, I can explain to others how I'm feeling in a clear and understandable way.</b>	When I am beginning to feel upset, I can quickly recognize the emotions I am feeling and use one or more strategies to calm myself down or prevent myself from feeling overwhelmed.  I can locate where in my body I feel my emotional response.  When I'm ready, I can explain to others how I'm feeling in a clear and understandable way, <b>while continuing to monitor my emotional response.</b>	When I am beginning to feel upset, I can recognize it quickly and use one or more strategies to calm myself down or prevent myself from feeling overwhelmed.  I can locate where in my body I feel my emotional response.  When I'm ready, I can explain to others how I'm feeling in a clear and understandable way, <b>while setting appropriate boundaries about how much I share</b> , and continuing to monitor my emotional response.
Recognize the feelings and perspectives of others	When prompted, I can listen to the reasons another person is feeling upset.  With guidance, I can use words (or gestures, pictures, sign) to show my understanding of what they've said.	I can listen <b>and observe body language</b> to identify how another person is feeling.  I can show understanding by expressing in my own words how the other person feels.	I can listen <b>without interrupting</b> , and observe body language, to identify the <b>feelings and perspectives of others.</b>  <b>I can ask clarifying questions to better understand the other person's views or feelings, and to better understand the source of the conflict.</b>  I can show understanding by expressing in my own words how the other person feels and why they feel that way.	<b>With active listening and careful observation, I can use verbal, physical, and/or situational cues to identify the feelings and perspectives of others.</b>  I can ask clarifying questions to better understand the other person's views or feelings, and to better understand the source of the conflict.  I can show understanding by expressing in my own words how the other person feels and why they feel that way.	With active listening and careful observation, I can use verbal, physical, and/or situational cues to identify the feelings and perspectives of others.  I can ask questions, <b>and use wait time as needed</b> , to draw out the feelings and perspectives of reluctant participants.  <b>I can respectfully and fairly explain the main differences between my opinion or point of view and another person's opinion or point of view, avoiding assumptions or stereotypes of others.</b>	I can use a range of strategies to see the conflict from the other person's point of view, and to understand why they are feeling the way they are feeling  I can ask questions, and use wait time as needed, to draw out the feelings and perspectives of reluctant participants.  I can respectfully and fairly <b>contextualize and</b> explain the main differences of perspectives among those involved in the conflict, avoiding assumptions or stereotypes of others <b>and validating the feelings and perspectives of all parties involved.</b>



# Navigating Conflict

I can contribute toward healthy dynamics between individuals and among communities through empathetic listening, consensus-building, and fair judgement that considers impact on both the individual and the community.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Use verbal and/or non-verbal communication skills	<p>I can identify what I think the problem is.</p> <p>With guidance, I can use "I" statements (or gestures) to share my feelings and describe my role in causing the problem.</p>	<p><b>I can explain the conflict from my point of view.</b></p> <p>I can be honest about my feelings and my role in the conflict.</p>	<p>I can explain the conflict <b>from multiple points of view.</b></p> <p>I can calmly and clearly state how I am feeling and <b>explain my actions that contributed</b> to the conflict.</p>	<p>I can explain the conflict from multiple points of view, <b>and help others understand my perspective.</b></p> <p><b>I can honestly assert my feelings without blaming others, and with words and actions, take responsibility for my role in the conflict.</b></p> <p>I can think about my body language and change it if necessary (e.g., uncross arms, make eye contact).</p>	<p>I can explain the conflict from multiple points of view, and <b>help others understand my perspective and the perspectives of others involved.</b></p> <p>With integrity and honesty, I can assert my feelings without blaming others and take responsibility for my role in the conflict.</p> <p><b>I can consistently use open and non-threatening body language (e.g., uncross arms, make eye contact).</b></p>	<p>I can explain the conflict from multiple points of view, and <b>help others understand all perspectives and the reasons for all parties' actions.</b></p> <p>With integrity and honesty, I can assert my feelings without blaming others and take responsibility for my role in the conflict.</p> <p>I can consistently use open and non-threatening body language, and I can deescalate a situation by changing my actions (e.g., body language, tone of voice, proximity to others) or influencing the actions of others.</p>

# Navigating Conflict

I can contribute toward healthy dynamics between individuals and among communities through empathetic listening, consensus-building, and fair judgement that considers impact on both the individual and the community.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Use strategies to process conflict	<p>I can come up with more than one way to solve the problem.</p> <p>I can say (or show) I am sorry when I do something wrong or hurt someone.</p> <p>I can ask for help from an adult when I am having trouble solving a problem.</p>	<p><b>I can work together with others to determine ways to resolve a conflict.</b></p> <p>I can help implement the solution.</p> <p>I can take responsibility for my actions by apologizing to those I have hurt.</p>	<p><b>I can brainstorm ideas to resolve or address a conflict that are beneficial to all involved.</b></p> <p><b>I can determine which idea/s will provide the most benefit to all involved in the conflict,</b> and I can help to implement the solution.</p> <p>I can take responsibility <b>for my role in contributing to the conflict</b> and I can apologize for anything I have done that has caused harm.</p>	<p>I can brainstorm <b>strategies</b> and ideas to resolve, address, or <b>process a complex conflict</b> that are beneficial to all involved, <b>taking into consideration the feelings and perspectives of all parties involved.</b></p> <p>I can determine which <b>approach</b> will provide the most benefit to all involved in the conflict, and I can help to implement the solution with the help of my community.</p> <p>I can take responsibility for my role in contributing to the conflict, <b>and take appropriate action to repair any damaged relationships, property, etc.</b></p>	<p><b>I can identify the underlying values at stake for parties involved in the conflict, and draw on these insights to work in my community with others to generate and apply effective strategies for achieving resolution or making progress on the issue/s</b> in ways that provides the most benefit to all involved.</p> <p>I can take responsibility for my role in contributing to the conflict, and take appropriate action to repair any damaged relationships, property, etc.</p>	<p>I can identify the underlying values at stake for parties involved in the conflict, and draw on these insights to work in my community with others to generate and apply effective strategies for achieving resolution or making <b>significant</b> progress on the issue/s in ways that provide the most benefit to all involved.</p> <p><b>Throughout the conflict, I can explicitly advocate for fairness, equity, and/or respect for everyone directly and indirectly involved.</b></p> <p>I can take responsibility for my role in causing the conflict, and take appropriate action to repair any damaged relationships, property, etc, in a way that <b>demonstrates my understanding of the feelings, perspectives, needs, rights, and/or values of the parties involved.</b></p>



# Learning Independently

I can set goals, monitor my progress, take strategic action, and persevere through challenges.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Setting goals	<p>With guidance, I can set a goal about how well I will complete a specific task.</p> <p>I can explain or show how long I think the task will take me.</p>	<p>I can set a goal that is specific, <b>measurable, time-bound</b>, and relates to how well I will complete a specific task.</p> <p>I can use details about the task to explain how long I think the task will take me.</p>	<p>I can set a <b>SMART goal</b> that relates to how well I will complete a specific task.</p> <p>I can use details about the task to explain how long I think the task will take me, <b>and what specific skills and knowledge are involved.</b></p>	<p>I can set a SMART goal that relates to how well I will complete a specific task or project.</p> <p>I can use details about the task to explain how long I think the task will take me, <b>and what specific skills, knowledge, tools, and/or processes are involved.</b></p>	<p><b>I can structure a series of SMART goals designed to help me successfully measure multiple dimensions of my progress on a project.</b></p> <p>I can provide a detailed appraisal of the project, <b>including resources needed (e.g., time, people, equipment) for successful completion.</b></p> <p><b>I can assess my readiness for the project.</b></p>	<p>I can structure a series of SMART goals designed to help me successfully measure multiple dimensions of my progress on a project.</p> <p>I can provide a detailed appraisal of the project, including resources needed (e.g., time, people, equipment) for successful completion, <b>as well as what I anticipate learning from, and/or needing to learn for, the project.</b></p> <p>I can assess my readiness for the project.</p>
Making a plan	<p>Working with others, I can come up with the steps that need to happen in order for me/us to complete the task.</p>	<p>With guidance, I can draw or write a complete set of steps for successfully completing the task.</p> <p><b>I can guess how long each step will take me.</b></p>	<p><b>I can make a detailed plan for completing the task</b>, including key activities and deadlines.</p> <p>I can <b>identify whether certain steps require help from others.</b></p>	<p>I can make a detailed plan for completing the task or project <b>at my target performance level.</b></p> <p>My plan includes key activities, including checkpoints to <b>monitor my own progress, deadlines, and milestones.</b></p>	<p>I can use <b>digital tools to develop a detailed plan</b> for completing the project at my target performance level.</p> <p>My plan includes key activities, deadlines, milestones, resources needed, and a systematic way to monitor progress.</p>	<p>I can use digital tools to develop a detailed plan for completing the project at my target performance level.</p> <p>My plan includes a key activities, deadlines, milestones, resources needed, and <b>systems for prioritizing tasks, monitoring status, and sending notifications to me and/or teammates.</b></p> <p><b>I have calendared key events from my plan.</b></p>

# Learning Independently

I can set goals, monitor my progress, take strategic action, and persevere through challenges.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Monitoring progress	<p>With prompting or support, I can stop to ask myself how I'm doing. Am I stuck? Do I need anything? Am I closer to my goal?</p>	<p>With prompting or support, I can stop to <b>reflect on my progress and identify whether something needs to change about my approach.</b></p> <p>When I get stuck, I can ask for help in a positive way.</p>	<p>On a regular basis, I stop to think about my learning process, and how I'm progressing toward my goal.</p> <p><b>When I get stuck or distracted, I can recognize it quickly, and promptly generate ideas about how to change my approach, adjust my environment, or get the specific help I need to keep progressing.</b></p>	<p><b>I have a set of routines and tools I use daily to monitor my learning process and my progress toward my goal.</b></p> <p>When I get stuck or distracted, I can recognize it quickly, and promptly generate ideas about how to change my approach, adjust my environment, or get the specific help I need to keep progressing.</p>	<p>I have a set of routines and tools I use daily to monitor and measure my progress toward my goal, and assess whether or not I'm on track.</p> <p><b>I can pay attention to my energy level and sense of motivation, and notice how it affects my work or progress.</b></p> <p>When I get stuck or distracted, I can recognize it quickly, and promptly generate ideas about how to change my approach, adjust my environment, or get the specific help I need to keep progressing.</p>	<p>I have a set of routines and tools I use daily to monitor and measure my progress toward my goal, and assess whether or not I'm on track.</p> <p>I can protect my energy level and sense of motivation by <b>avoiding negative influences and engaging with positive influences.</b></p> <p>When I get stuck or distracted, I can recognize it quickly, and promptly generate ideas about how to change my approach, adjust my environment, or get the specific help I need to keep progressing.</p>
Taking strategic action	<p>With guidance, I can make a change to help me work better.</p>	<p>On my own, I can <b>decide which change</b> to make in order to help me work better, <b>and I can make it.</b></p>	<p>I can change my approach <b>or my environment, or ask for help in a positive way,</b> in order to help me get back on track.</p>	<p><b>I can anticipate and carefully avoid distractions or issues caused by my environment or approach.</b></p> <p>When necessary, <b>I can apply one or more strategies that I know can help me</b> maintain my focus, energy, and motivation, and/or access the resources that I need.</p>	<p>I can anticipate and carefully avoid distractions or issues caused by my environment or approach.</p> <p>When necessary, I can apply one or more strategies that I know can help me maintain my focus, energy, and motivation, and/or access the resources that I need.</p> <p><b>I can support others around me by contributing to a positive, focused work environment.</b></p>	<p>I can anticipate and carefully avoid distractions or issues caused by my environment or approach.</p> <p>When necessary, I can apply <b>the right strategy at the right time</b> to help me maintain my focus, energy, and motivation, and/or access the resources that I need.</p> <p>I can support others around me by contributing to a positive, focused, and encouraging work environment.</p>

# Sustaining Wellness

I can support my own physical, emotional, and social health in order to live a healthy and productive life in my community.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Understand my identity	<p>I can share ways that I am similar to members of my family or community (e.g., the way I look, talk, think, act, believe).</p> <p>I can share about the things I like to do in my free time, and why I like them.</p>	<p><b>I can talk or write about different aspects of my identity and how they are expressed in my daily life</b> (e.g., I'm an athlete, I love to spend time playing sports; I am part of the Deaf community, I use sign language to communicate with my family members; I am bilingual, I can speak with people in two different languages).</p>	<p>I can talk or write about <b>the most central aspects</b> of my identity, how they are expressed in my life, <b>and how different aspects of my identity connect to one another.</b></p> <p><b>I can learn about and practice a new way to celebrate, express, or explore an aspect of my identity.</b></p>	<p>I can <b>articulate multiple aspects</b> of my identity, how they are expressed in my life, and <b>how different aspects of my identity intersect and impact one another.</b></p> <p><b>I can examine a stereotype that relates to aspects of my identity, and counter it with truths about my life and experiences.</b></p> <p><b>I can practice and reflect on ways to celebrate, express, or further explore one or more aspects of my identity.</b></p>	<p>I can articulate multiple aspects of my identity, how they are expressed in my life <b>and relationships</b>, and how different aspects of my identity intersect <b>and have evolved over time.</b></p> <p>I can examine <b>and confront</b> stereotypes that relate to aspects of my identity, by countering them with truths about my own life, <b>as well as with information drawn from research and/or seminal works of my cultural background.</b></p> <p>I can practice and reflect on ways to celebrate, express, or explore one or more aspects of my identity <b>with others who share that identity.</b></p>	<p>I can articulate multiple aspects of my identity, how they are expressed in my life and relationships, and how different aspects of my identity intersect and have evolved over time <b>and with pivotal life experiences or decisions.</b></p> <p>I can examine and confront stereotypes that relate to aspects of my identity, <b>and begin to pursue ways I could make contributions to the literary traditions, research, and/or seminal works of my cultural background.</b></p> <p><b>I can regularly practice ways to celebrate, express, and/or explore aspects of my identity with others, based on how my needs and interests evolve over time.</b></p>

# Sustaining Wellness

I can support my own physical, emotional, and social health in order to live a healthy and productive life in my community.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Practice positivity and gratitude</b>	<p>I can think of things I am thankful for.</p> <p>When I think someone did a good job, I can tell them.</p>	<p>I can think of things I am <b>especially</b> thankful for <b>in my life</b>.</p> <p><b>I can use details and examples to tell others what I like or admire about them.</b></p>	<p>I can reflect on <b>a range of things I'm grateful for from different aspects of my life</b> (e.g., friendships, school, family, new learning, access to resources).</p> <p><b>I can regularly express appreciation of positive things I notice or experience in others.</b></p> <p><b>I can reflect on something I like about myself.</b></p>	<p>I can regularly reflect on a range of things I'm grateful for from different aspects of my life.</p> <p>I can regularly express appreciation of positive things I notice or experience in others.</p> <p>I can reflect on something I <b>appreciate</b> about myself <b>and/or that I have recently done well</b>.</p> <p>I can identify the positive opportunity in a new or difficult situation, <b>and practice positive self-talk</b>.</p>	<p>I can regularly reflect on a range of <b>big and small</b> things I'm grateful for from different aspects of my life.</p> <p>I can regularly express appreciation of positive things I notice or experience in others.</p> <p>I can reflect on something I appreciate about myself and/or something I have done well.</p> <p>I can identify the positive opportunity in a new or difficult situation, and <b>practice positive framing or reframing of the situation for myself or with others</b>.</p>	<p><b>I can develop a daily gratitude practice through which I regularly reflect on and remember that which I'm grateful for, and express appreciation to others in diverse ways.</b></p> <p>I can reflect on <b>attributes</b> I appreciate about myself or things I have recently done well.</p> <p><b>I can regularly practice positive framing, and seize the positive opportunity</b> in a new or difficult situation.</p>
<b>Advocate for myself</b>	<p>I can make friends who make me feel happy.</p> <p>When I need something, I can nicely ask someone for help (without being too shy to ask).</p> <p>If someone says or does something to hurt me, I can step away and ask a trusted adult for help.</p>	<p><b>I can seek out and make friends with people who make me feel happy and good about myself.</b></p> <p>When I need something <b>or need help</b>, I can ask.</p> <p><b>If I think I'm in an unsafe situation that doesn't feel right, I can stop to notice how I'm feeling, step away, and go find the right person to help me.</b></p>	<p><b>I can notice which relationships in my life feel positive or negative, and I can make needed changes</b> (e.g., speak up to address the problem directly, spend less time with negative people) <b>to help me stay in a more positive environment.</b></p> <p><b>I can build my knowledge to help me advocate for my needs and interests.</b></p> <p><b>If I feel unsafe or treated unfairly, I can take action promptly</b> (e.g., address the issue, leave the situation, inform the appropriate adult).</p> <p><b>If I am feeling anxious or sad, and I have trouble overcoming it, I can talk to someone I trust about it</b> (e.g., counselor, teacher, parent).</p>	<p><b>I can regularly reflect on and evaluate my relationships</b>, and I can make needed changes to help me stay in a more positive environment.</p> <p>I can build my knowledge to help me advocate for my needs and interests <b>clearly and effectively</b>.</p> <p>If I feel unsafe or treated unfairly, I can take action promptly.</p> <p><b>If/when I don't feel well physically or emotionally</b> (e.g., anxious, intensely stressed, depressed), <b>I can promptly seek out the resources, trusted adults, or experts who can help me.</b></p>	<p><b>I can prioritize positive, healthy relationships in my life, and practice strategies to minimize the impact of negative people in my life.</b></p> <p>I can build my knowledge to help me advocate for my needs and interests effectively.</p> <p>If I feel unsafe or treated unfairly, I can take action promptly <b>and escalate the issue if needed through proper channels</b>.</p> <p><b>I can monitor my own physical and mental health</b> and promptly seek out the resources, trusted adults, or experts who can help me <b>whenever I need it</b>.</p>	<p>I can prioritize positive, healthy relationships and <b>employ strategies to improve or minimize the impact of difficult and necessary relationships</b>.</p> <p>I can build my knowledge <b>and relationships with key individuals</b> to help me advocate for my needs and interests effectively.</p> <p>If I feel unsafe or treated unfairly, I can take action promptly and escalate the issue if needed through proper channels.</p> <p>I can monitor my own physical and mental health and promptly seek out the resources, trusted adults, or experts who can help me whenever I need it.</p>

# Sustaining Wellness

I can support my own physical, emotional, and social health in order to live a healthy and productive life in my community.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Build physical health	I can play active games that I like to play with my friends or family members.	I can play active games that I like to play with my friends or family members.  <b>I can talk about the benefits of physical activity.</b>	I can engage in active play, <b>sports, or exercise on my own or with others.</b>  <b>With guidance, I can help create and follow a fitness plan based on the results of a health-related fitness assessment.</b>  <b>I can analyze the connections between fitness and overall physical and mental health.</b>	I can engage in active play, sports, or exercise on my own or with others.  <b>I can design and implement a program to address one or more goals or areas of weakness based on the results of a health-related fitness assessment.</b>  I can analyze and explore the connections between fitness and overall physical and mental health <b>in my own life.</b>  <b>I can develop a plan for overcoming a new physical challenge.</b>	I can engage in physical activity <b>that aligns to my goals or interests.</b>  I can design and implement a program to address one or more physical or mental health goals, or areas of weakness based on the results of a health-related fitness assessment.  I can develop <b>and implement</b> a plan for overcoming a new physical challenge.	I can engage in physical activity that aligns to my goals or interests, <b>and/or gives me a way to express an aspect of my identity.</b>  <b>I can use data and self-knowledge</b> to design and share with others an exercise program that supports specific physical and mental health goals.  I can develop and implement a plan for overcoming a new physical challenge, <b>and I can monitor and reflect on my progress.</b>  I can use my own approach to physical challenges to assist and coach others.

# Sustaining Wellness

I can support my own physical, emotional, and social health in order to live a healthy and productive life in my community.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Build life practices that foster health and wellness	<p>With guidance, I can try something new and see how I like it.</p> <p>I can notice if I eat something and I don't feel well after (e.g., stomach ache, rash, headache), I can tell someone.</p>	<p><b>I can try new things (e.g., foods, activities, books) to find out what I like and don't like.</b></p> <p><b>I can start noticing patterns</b> if something around me or something I've eaten makes me feel sick (e.g., stomach ache, headache), and I can tell my caregiver and/or another trusted adult.</p>	<p><b>I can set a personal goal related to exercise, healthy eating, or improving the quality of my sleep, and I can monitor my progress toward it.</b></p> <p><b>I can recognize triggers that lead to unhealthy thoughts or behaviors.</b></p> <p><b>I can make time for activities that make me feel joy or pride.</b></p> <p><b>I can start tracking</b> if/when certain food or environmental allergens (e.g., pollen, pets) start to make me feel sick, and I can actively avoid them, speaking up when I need to to let people know.</p>	<p>I can set a personal goal related to exercise, nutrition, or sleep, and implement one or more new strategies or routines to help me achieve my goal.</p> <p>I can recognize triggers and/or negative influences that lead to unhealthy thoughts or behaviors.</p> <p>I can regularly invest time in the relationships and activities that make me feel joy, pride or a sense of purpose.</p> <p>I can investigate which specific foods, ingredients, or food groups might be incompatible with my particular body chemistry (e.g., allergens, sugars, gluten), and I can actively try to avoid them.</p>	<p><b>I can develop and implement healthy routines</b> in my life that help me achieve my goals related to exercise, nutrition, sleep, social engagement, <b>and financial management.</b></p> <p><b>I can monitor my own overall sense of wellness,</b> recognize triggers and/or negative influences that lead to unhealthy thoughts or behaviors, <b>and implement strategies to help me avoid them.</b></p> <p>I can regularly invest time in the relationships, practices, and activities that make me feel joy, pride or a sense of purpose.</p> <p>I can investigate which foods, ingredients, or food groups might be incompatible with my particular body chemistry (e.g., allergens, sugars) and which nutrients are best for optimal brain and gut health and <b>I can consistently make healthy choices.</b></p>	<p>I can develop and implement healthy routines in my life that help me achieve my goals related to exercise, nutrition, sleep, social engagement, <b>and financial independence.</b></p> <p>I can monitor my overall health <b>in systematic ways, within a circle of support and/or accountability from loved ones and trusted professionals,</b> and avoid triggers and negative influences that lead to unhealthy thoughts or behaviors.</p> <p>I can regularly invest time in the relationships, practices, and activities that make me feel joy, pride or a sense of purpose.</p> <p><b>I can follow a dietary plan that optimizes brain and gut health,</b> and minimizes intake of foods that are incompatible with my body chemistry.</p>



# Leading Teams

I can lead teams of diverse individuals for a range of purposes through responsiveness, careful planning, effective coordination, and influencing of others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Build a shared sense of purpose and clarity</b>	I can make sure each teammate hears and understands the goal and task we've been given.	<p><b>I can guide my team in creating a goal statement together,</b> based on the project information provided.</p> <p><b>I can work with my team to set a date for when we'll finish our team task.</b></p>	<p><b>I can facilitate a timely process</b> for creating the goal statement together, based on project information provided.</p> <p>I can work with my team to <b>break the task into parts ("milestones"), and set due dates for each milestone.</b></p>	<p>I can facilitate a timely team process <b>for creating a SMART goal that clarifies how well we will complete the task.</b></p> <p>I can work with my team to <b>build a project plan that includes milestones, due dates, and key tasks.</b></p> <p><b>I can lead the team in assessing resources needed</b> (e.g., time, people, equipment) <b>for successful completion.</b></p>	<p>I can facilitate a timely team process for creating a series of SMART goals designed to help us successfully measure multiple dimensions of our progress on a project.</p> <p>I can work with my team to <b>use digital tools</b> to build a <b>detailed</b> project plan that includes milestones, due dates, and key tasks.</p> <p>I can lead the team in assessing resources needed (e.g., time, people, equipment) for successful completion, <b>and establishing processes for monitoring our progress.</b></p>	<p>I can facilitate a timely team process for creating a series of SMART goals designed to help us successfully measure multiple dimensions of our progress on a project.</p> <p>I can work with my team to use digital tools to build a detailed project plan that includes milestones, due dates, and key tasks.</p> <p>I can lead the team in <b>assessing our readiness for the project,</b> as well as assessing resources needed (e.g., time, people, equipment) for successful completion, and establishing processes for monitoring our progress <b>individually and collectively.</b></p>

# Leading Teams

I can lead teams of diverse individuals for a range of purposes through responsiveness, careful planning, effective coordination, and influencing of others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Mobilize the team to work effectively</b>	<p>I can make sure each teammate understands their role or job before we begin.</p> <p>As we are working, I can check in to see how my teammates are doing and if anyone needs help.</p>	<p><b>I can choose and guide a process to make sure each teammate has a role in which they can be successful.</b></p> <p>As we are working, I can check in to see how my teammates are doing, and <b>use criteria to give feedback.</b></p>	<p>I can choose and guide a process to make sure each teammate has a role in which they can be successful.</p> <p>As we are working, I can check in to see how my teammates are doing, and I can use criteria to give feedback.</p> <p><b>I can support and encourage my teammates.</b></p>	<p>I can choose and guide a process to make sure each teammate has a role in which they can be successful.</p> <p>As we are working, I can <b>regularly</b> check in to see how my teammates are doing, use criteria to give feedback, and <b>adjust roles as needed.</b></p> <p>I can support and encourage my teammates, <b>while reiterating expectations and goals.</b></p>	<p>I can choose and guide a process to make sure each teammate has a role in which they can be successful.</p> <p><b>I can work with the team to establish and implement norms and routines to help optimize our workflow.</b></p> <p>As we are working, I can regularly check in to see how my teammates are doing, use criteria to give <b>ongoing</b> feedback, and adjust roles as needed.</p> <p>I can <b>individualize</b> supports and encouragement for team members, reiterate expectations and goals, and <b>create opportunities for the team to get to know each other more personally.</b></p>	<p>I can choose and guide a process to make sure each teammate has a role in which they can be successful.</p> <p>I can work with the team to <b>consistently and effectively implement norms, routines, tools or processes</b> to help optimize our workflow <b>and our collaboration.</b></p> <p>As we are working, I can regularly check in to see how my teammates are doing, use criteria to give ongoing feedback, and adjust roles as needed.</p> <p><b>I can individualize supports, encouragement, and feedback based on my knowledge of and relationship with each team member;</b> reiterate expectations and goals <b>and other important messages related to the task;</b> and create opportunities for the team to connect or get to know each other more personally.</p>



# Leading Teams

I can lead teams of diverse individuals for a range of purposes through responsiveness, careful planning, effective coordination, and influencing of others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Manage challenging issues</b>	<p>If I notice a problem occurs, I can think about the best way to solve it (e.g., make a decision on my own, or work with the team to make a decision together).</p> <p>If we can't solve it together, I can ask my teacher for help.</p>	<p>If I notice a problem occurs, <b>I can try to figure out the cause of the problem.</b></p> <p><b>I can decide how I or the team will address the problem, and we can try the solution.</b></p> <p>If we can't solve it together, I can ask my teacher for help.</p>	<p>If I notice a problem occurs <b>or</b> recurs, <b>I can determine the root cause/s of the problem through gathering important information and analyzing it.</b></p> <p><b>I can come up with several strategies for solving the problem, and then decide the best way to involve the team.</b></p> <p>If we can't solve the problem, <b>I can get advise or help from a trusted adult or peer.</b></p>	<p>If I notice a problem occurs or recurs, I can determine the root cause/s of the problem <b>gathering and analyzing diverse data points</b> (e.g., observation, discussion with teammmates).</p> <p>I can come up with several strategies for solving the problem, <b>and communicate important messages with the team about the problem and its solution, and provide time for questions and discussions.</b></p> <p>If we can't solve the problem, I can get advise or help from a trusted adult or peer.</p>	<p>If I notice a problem occurs or recurs, I can determine the root cause/s of the problem gathering and analyzing diverse data points (e.g., observation, discussion with teammmates).</p> <p>I can come up with several strategies for solving the problem <b>or mitigating its impact</b>, and I can <b>effectively</b> communicate important <b>and responsive</b> messages with the team about the problem and its solution, and provide time for questions and discussions.</p> <p><b>I can engage in difficult conversations with team members to resolve conflict.</b></p>	<p>I can anticipate issues or complexities, based on my assessment of the team, project, or project parameters, and implement a prevention strategy.</p> <p>If I notice a problem occurs or recurs, I can determine the root cause/s of the problem gathering and analyzing diverse data points (e.g., observation, discussion with teammmates).</p> <p>I can come up with several strategies for solving the problem or mitigating its impact, and I can effectively communicate important and responsive messages with the team about the problem and its solution, and provide time for questions and discussions.</p> <p>I can engage in <b>or facilitate</b> difficult conversations with team members to resolve conflict.</p>

# Leading Teams

I can lead teams of diverse individuals for a range of purposes through responsiveness, careful planning, effective coordination, and influencing of others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Reflect on learning and leadership	<p>As a team, we can talk about how well we did, and things we can do better next time.</p> <p>As the leader, I can think about how well I led the team, and what I could do better next time.</p>	<p>As a team, we can <b>identify strengths in our final product, and strengths in our process of working together.</b></p> <p>We can <b>identify several changes</b> we would make if we could do the project again.</p> <p>As the leader, I can think about <b>specific examples</b> of how I led the team well, and <b>specific examples</b> of things I could do better next time.</p>	<p>As a team, we can <b>discuss and reflect on the strengths and opportunities for growth in both our product and our process of working together.</b></p> <p>As the leader, <b>I can reflect on strengths and opportunities for growth that relate to specific aspects of my leadership</b> (e.g., communication, decision-making, problem-solving, team-building, project management).</p>	<p>As a team, we can discuss and reflect on the strengths and opportunities for growth in both our product and our process of working together.</p> <p>As the leader, I can reflect on strengths and opportunities for growth that relate to specific aspects of my leadership, <b>as well as specific next steps I can take to build my skills or strategies in this area.</b></p>	<p>As a team, we can discuss and reflect on the strengths and opportunities for growth in both our product and our process of working together.</p> <p>As the leader, I can reflect on strengths and opportunities for growth that relate to specific aspects of my leadership, as well as specific next steps I can take to build my skills or strategies in this area.</p> <p><b>I can reach out to a mentor to provide support as I work on these areas for growth.</b></p>	<p>As a team, we can discuss and reflect on the strengths and opportunities for growth in both our product and our process of working together.</p> <p><b>I can create structured opportunities for team expressions of support, acknowledgement, or praise.</b></p> <p>As the leader, I can reflect on strengths and opportunities for growth that relate to specific aspects of my leadership, as well as specific next steps I can take to build my skills or strategies in this area.</p> <p>I can reach out to a mentor to provide support as I work on these areas for growth.</p>

# Building Networks

I can initiate relationships with diverse individuals and networks for a purpose, presenting myself with intention and authenticity, and sustaining relationships with care.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Initiate purposeful connections	With guidance, I can introduce myself to a new classmate or playmate whom I haven't met before.	I can nicely ask a classmate or teacher for help on something that I have noticed she or he knows how to do well.	<p><b>I can intentionally initiate new relationships with peers who share my interests, as well as with peers who have different backgrounds or interests from mine.</b></p> <p><b>I can go out of my way to make sure someone feels included.</b></p>	<p>I can intentionally initiate new relationships with others who have interests, perspectives, or strengths that I can learn from.</p> <p><b>When opportunities arise, I can safely participate in experiences that help me meet new people with shared interests.</b></p>	<p><b>I can identify and participate in formal and informal networks</b> of people who have interests, perspectives, experiences, or strengths that I can learn from.</p> <p>When opportunities arise, I can safely participate in experiences that help me meet new people with shared interests, <b>explore new interests or opportunities, or learn more about a way of life that is different from my own.</b></p>	<p>I can purposefully participate in diverse formal and informal networks of people who have interests, perspectives, experiences, or strengths that I can learn from.</p> <p>When opportunities arise, <b>I can respectfully initiate contact with key individuals who could serve as a resource to me that relates to one of my goals, or with whom I may have a mutual interest.</b></p> <p><b>I can make a specific, reasonable request and respond to their reply with appreciation and understanding.</b></p>

# Building Networks

I can initiate relationships with diverse individuals and networks for a purpose, presenting myself with intention and authenticity, and sustaining relationships with care.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Nurture and sustain relationships</b>	<p>With guidance, I can invite a new friend to play a game or do an activity with me.</p> <p>I can share my toys or supplies without getting upset.</p>	<p><b>I notice when a classmate or friend needs help, and I can offer my help to them, or find someone whom I think can help them.</b></p>	<p>I notice when someone around me needs help, and I can <b>initiate a conversation, listen attentively</b>, offer my help, and/or find someone whom I think can help them.</p>	<p>I notice when someone around me needs help, and I can initiate a conversation, listen attentively, offer my help, or find someone whom I think can help them.</p> <p><b>I can engage in acts of kindness to show my friends that I care.</b></p>	<p><b>I can use systems or tools to keep track of friends, colleagues, and acquaintances in my networks, and reach out periodically to stay in touch.</b></p> <p>I can respond when I notice someone around me needs help, and I can initiate a conversation, listen attentively, offer my help, and when applicable, advocate on their behalf.</p> <p>I can engage in acts of kindness <b>or support</b> to show <b>people around me</b> that I care.</p>	<p>I can use systems or tools to keep track of friends, colleagues, and acquaintances in my networks, and reach out periodically to stay in touch.</p> <p>I can respond when I notice someone around me needs help, <b>while balancing personal and professional boundaries.</b></p> <p><b>I can be mindful of important moments or experiences happening in the lives of those around me, and make an effort to acknowledge those moments with thoughtful messages or acts of kindness</b> (e.g., birthdays, losses, life transitions).</p>

# Engaging as a Citizen

I can demonstrate citizenship to improve my community and country for myself and for others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
<b>Participate in community</b>	<p>I can follow the rules of my school community.</p> <p>I can treat others kindly and fairly.</p>	<p><b>Working with my teacher and classmates, I can help make and follow the rules for our classroom/school community.</b></p> <p>I can treat others kindly and fairly, <b>and help to make my classroom a safe and comfortable place for others.</b></p>	<p>Working with my teacher and classmates, I can help make and follow the rules <b>and norms</b> for our classroom/school community.</p> <p>I can treat others kindly and fairly, and help to make my classroom <b>and school community</b> a safe and comfortable place for others.</p> <p><b>I can learn about, or participate in, opportunities for service projects in my community.</b></p>	<p>Working with my teacher and classmates, I can help make and follow the rules, norms, <b>and community practices</b> of our classroom/school community.</p> <p>I can treat others kindly and fairly, and I can contribute to a safe <b>and inclusive</b> classroom and school community.</p> <p>I can learn about, participate in, <b>or help organize</b>, opportunities for service projects, <b>community activism, or community-building.</b></p>	<p><b>I can evaluate</b> the rules, norms, and practices of my classroom/school community or other communities in which I participate, <b>and I can advocate for change that improves fairness toward all people.</b></p> <p><b>I can exhibit and advocate for kindness and fairness toward individuals of all backgrounds,</b> and I can actively contribute to safe and inclusive communities.</p> <p>I can participate in, or help organize, opportunities for <b>regular volunteering</b>, service projects, community activism, or community-building.</p>	<p><b>Through community activism and political participation, I can help influence</b> the socio-cultural norms <b>and laws that govern my community.</b></p> <p>I can exhibit and advocate for kindness and fairness toward individuals of all backgrounds, I can actively contribute to safe and inclusive communities, <b>and I can purposefully build positive relationships with people who are different from me.</b></p> <p><b>I can regularly participate, and/or help organize or lead,</b> opportunities for volunteering, service projects, community activism, or community-building.</p>

# Engaging as a Citizen

I can demonstrate citizenship to improve my community and country for myself and for others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Examine enduring problems	<p>I can notice when someone or something is being treated unfairly or unkindly.</p> <p>I can look for a possible reason this is happening.</p> <p>I can think of a way to help.</p>	<p><b>With guidance, I can identify a problem or issue in my community that affects me or my family, and that I could help address.</b></p> <p><b>I can come up with questions to explore about the issue.</b></p> <p><b>I can identify all the people involved in the problem, and possible causes for the issue.</b></p>	<p>Working with others, I can identify a problem or issue that affects <b>many people in my community</b>, and that I could help address.</p> <p>I can come up with <b>a range of both thick and thin questions</b> to explore about the issue.</p> <p>I can identify all the parties <b>and roles involved</b> (e.g., decision-makers, influencers, those impacted), and I can analyze their <b>different perspectives on the issue.</b></p>	<p>I can identify a specific problem or issue in my community <b>that has persisted for many years</b>, and that I could help address.</p> <p>I can come up with a range of both thick and thin questions to explore about the issue, <b>and prioritize the most important questions to investigate.</b></p> <p>I can identify all the parties <b>directly and indirectly</b> involved, and I can analyze <b>their different roles, perspectives, and interests as it relates to the issue</b> (e.g., financial interests, health impacts, rights to participate).</p>	<p>I can identify a specific problem or issue in my local or national community that has persisted for many years <b>despite efforts to address it, and that has an ethical dimension to it.</b></p> <p>I can generate and prioritize a range of both thick and thin questions to explore about the issue, <b>including its contemporary or historical context.</b></p> <p>I can identify all the parties directly and indirectly involved, and I can analyze their different roles, perspectives, <b>underlying values/beliefs</b>, and interests as they relate to the issue.</p>	<p>I can identify <b>an ethical, social, political, and/or environmental issue</b> in the local, national, or global system.</p> <p>I can generate and prioritize a range of both thick and thin questions to explore about the issue, including its contemporary or historical context.</p> <p>I can identify all the parties directly and indirectly involved <b>currently and historically</b>, and I can analyze the different roles, perspectives, underlying values/beliefs, and interests as they relate to the issue.</p>

# Engaging as a Citizen

I can demonstrate citizenship to improve my community and country for myself and for others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Build civic knowledge	<p>I can learn about different ways to solve the problem.</p> <p>I can talk about (or show) the different roles (e.g., teacher, parents, classmates, principal) that could help solve the problem in different ways.</p>	<p><b>I can learn about the different roles of government and community groups/members as it relates to the problem.</b></p> <p><b>I can learn about possible solutions to the problem, and what roles different parties would play in solving the problem.</b></p>	<p>I can learn about the different roles of government, businesses, and community groups/members as it relates to the problem, and examine different levers of power for making change.</p> <p>I can learn about possible solutions to the problem, and <b>analyze how different solutions involve and impact different parties.</b></p> <p><b>I can synthesize the main lessons that can be drawn from my investigation.</b></p>	<p>I can evaluate the roles of government, private sector, and citizen sector in creating or enabling the problem, <b>and I can evaluate their different levers of power for solving the problem.</b></p> <p><b>I can study similar change efforts to help me identify viable solutions</b> to the problem, and analyze how different solutions involve and impact different parties.</p> <p>I can synthesize <b>key insights</b> that can be drawn from my investigation.</p>	<p>I can evaluate the <b>historical and contemporary</b> roles of government, private sector, and citizen sector in creating or enabling the problem, and I can evaluate their different levers of current power for solving the problem.</p> <p>I can evaluate past efforts to solve this problem, or a problem like it, to help me identify viable solutions <b>and effective strategies for facilitating change.</b></p> <p>I can synthesize key insights <b>and cautionary or inspirational lessons</b> that can be drawn from my investigation.</p>	<p>I can evaluate the historical and contemporary roles of government, private sector, and citizen sector in creating or enabling the problem, and I can evaluate their different levers of current power <b>and political or economic interest</b> as it relates to solving the problem.</p> <p>I can evaluate past efforts to solve this problem, or a problem like it, to help me identify viable solutions and effective strategies for facilitating change.</p> <p>I can synthesize key insights and cautionary or inspirational lessons that can be drawn from my investigation.</p>



# Engaging as a Citizen

I can demonstrate citizenship to improve my community and country for myself and for others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Take action to improve my community	<p>With guidance, I can take steps to solve the problem.</p> <p>I can reflect on how well it worked out (e.g. using words, gestures, or pictures).</p>	<p><b>I can come up with a plan for how I can help solve the problem or improve the issue.</b></p> <p>I can reflect on <b>what I learned through implementation of my plan, and how my actions impacted the situation.</b></p>	<p><b>Drawing on insights from my investigation,</b> I can come up with a plan for <b>solving the problem or improving the situation for specific community members.</b></p> <p><b>My actions taken are positive and constructive.</b></p> <p>I can reflect on what I learned through implementation, <b>how my actions impacted the situation, and what next steps I could take.</b></p>	<p>Drawing on insights from my investigation, I can come up with a plan that engages other stakeholders in solving the problem or improving the situation.</p> <p>My actions taken are positive, constructive, <b>and demonstrate my civic knowledge.</b></p> <p>I can reflect on what I learned through implementation as well as what I could have done differently, how my actions impacted the situation, and what next steps I or others could take.</p>	<p>Drawing on insights from my investigation, I can come up with a plan that engages multiple stakeholder groups, <b>including government officials,</b> in solving the problem or improving the situation.</p> <p>My actions taken are positive, constructive, and demonstrate my civic knowledge.</p> <p>I can reflect on key learnings through implementation, and <b>evaluate the impact of my actions on the issue, the effectiveness of my strategy,</b> and what next steps I or others could take.</p>	<p>Drawing on insights from my investigation, I can come up with a plan that engages multiple stakeholder groups, <b>including government officials and private sector entities,</b> in solving the problem or improving the situation.</p> <p>My actions taken are positive, constructive, and demonstrate <b>the depth of my</b> civic knowledge.</p> <p>I can reflect on key learnings through the experience, and evaluate the impact of my actions on the issue, the effectiveness of my strategy, <b>and the steps that different stakeholders should take to continue to impact or resolve the issue.</b></p>

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[1] Sydney Schaefer:  
Can we bundle these two?