



Skills4Success Framework

OTTAWA AREA INTERMEDIATE
SCHOOL DISTRICT

BACKGROUND:

The Ottawa Area Intermediate School District's (OAISD) futurePREP Program is the strategic implementation of our community's vision that all students need (1) to graduate with two "transcripts" ... academic skills and career readiness skills ... and (2) a system for measuring their progress toward those goals, and (3) robust opportunities to attain them.

This plan sets four goals for **all** 55,000 students in the OAISD:

1. By 2023, 100% of high school graduates will complete some form of post-secondary education (either before or after graduating high school).
2. By 2023, 100% of students will graduate with the skills necessary to be successful in both post-secondary education and a career.
3. A continuum of options which support students' passions, career aspirations, and academic achievement will be created.
4. Schools, employers, organizations, colleges/universities, and state and local governments will develop partnerships in pursuit of the first three goals.

THE SKILLS4SUCCESS FRAMEWORK

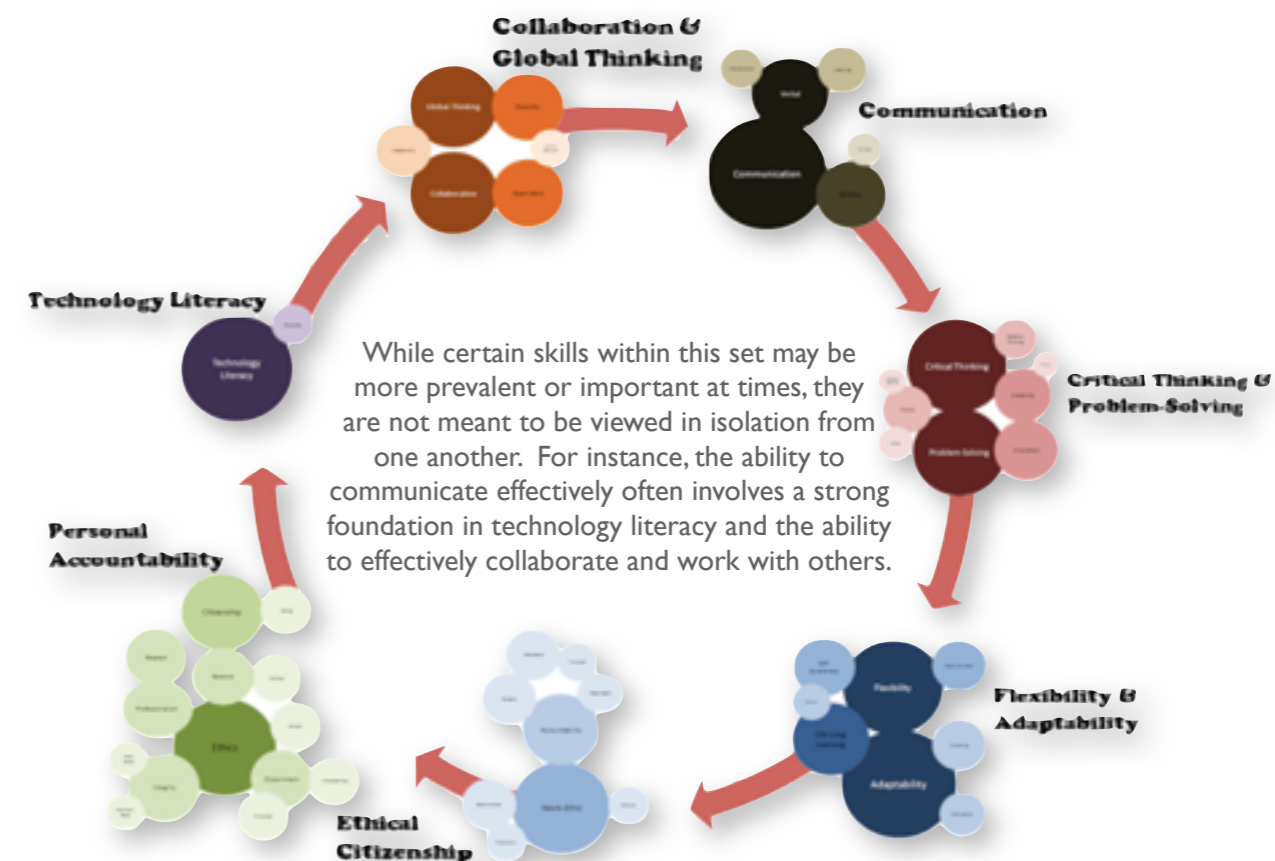
The four goals listed above are being realized through seven interrelated action strategies. One of these strategies is "to identify, teach to, and assess for a consistent set of college and career readiness skills" and directly addresses goal #2. Work related to this was initiated in 2010 by engaging the community in a process to identify, vet, and define these skills for our students. The process began by talking with employers who identified the skills that were vital to successful current employees and potential candidates. That information, along with published lists of 21st Century Skills, was used to launch seven forums, where nearly 100 business, civic, and education leaders identified the core components or a comprehensive skill set. Based upon the combined data of these sessions the **Skills4Success framework** emerged (see Figure 1 to the right). The seven skill sets that comprise this framework along with their definitions were vetted again at a public presentation and through on-line feedback. The final collection of these seven skills has been endorsed by all twelve Boards of Education within the OAISD.

The process of "unpacking" or defining what these skill sets look like at different levels of proficiency for high school students began in late Fall of 2010 and was completed in early 2011. Afterward, work began on creating proficiency scales for middle school and elementary students and was soon completed in early 2013. Again, throughout this process businesses and organizations volunteered their considerable expertise in providing a real world framework to help "unpack" each of these skill sets.

The OAISD is grateful for the enthusiastic participation of the following organizations and businesses throughout this process. They include:

Haworth, Herman Miller, Gentex, Westwind Construction, Thermotron, Boars Head, ConnexSource, West Michigan Strategic Alliance, Zeeland Community Hospital, Michigan Works!, Engine Power Components, RCM Technologies, Inc., Hortech, Inc., Grand Haven Plastics, Johnston Boiler Company, Holland Area Chamber of Commerce, Zeeland Area Chamber of Commerce, Grand Haven Board of Light and Power, Encore Lakeshore, Light Corporation, JSJ Corporation, Shape Corporation, Tri-Cities Chamber of Commerce, Media I, Northwest Ottawa Community Health System, Grand Valley State University, Grand Rapids Community College, Muskegon Community College, Lake Michigan Community College.

Figure 1: The Skills4Success Framework



TECHNOLOGY LITERACY (GRADES 9 - 12):

def. - The ability to understand, use, and adapt to new technology concepts, systems, and operations.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to efficiently demonstrate the ability to independently understand, use, and adapt to new technology concepts, systems, and operations in an innovative, collaborative, creative , ethical, legal, and professional manner.	DEMONSTRATES ADVANCED SKILLS: The student is able to (1) utilize technology to create professional and clear work efficiently, (2) to adapt technology tools and systems to new and innovative uses, and (3) to utilize technology effectively to share information and knowledge and serve as a resource for others.
3	Is able to independently understand, use, and adapt to new technology concepts, systems, and operations in an ethical, legal, and professional manner.	DEMONSTRATES PROFICIENT SKILLS: The student is able to (1) demonstrate their understanding of the ethical use of technology (e.g. - citation of sources, use of information, etc.), (2) demonstrate their understanding of the legal use of technology, and (3) utilize technology such that their work is professional and the message they are conveying is clear.
2	Is able to independently understand, use and adapt to new technology concepts, systems, and operations.	DEMONSTRATES BASIC SKILLS: The student is able to utilize a variety of different technologies to complete a task, even those that they may not be familiar with.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

THE STANDARD

TECHNOLOGY LITERACY (GRADES 6 - 8):

def. - The ability to understand, use, and adapt to new technology concepts, systems, and operations.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently understand, use, and adapt to new technology concepts, systems, and operations in an ethical, legal, and professional manner.	<p>DEMONSTRATES ADVANCED SKILLS: The student is able to (1) demonstrate an ethical use of technology (e.g. - citation of sources, use of information, etc.), (2) demonstrate their understanding of the legal use of technology, and (3) utilize technology such that their work is professional and the message they are conveying is clear.</p>
3	Is able to independently understand, use, and adapt to new technology concepts, systems, and operations.	<p>DEMONSTRATES PROFICIENT SKILLS: The student is able to utilize a variety of different technologies to complete a task, even those that they may not be familiar with.</p>
2	Is able to independently understand and use technology concepts, systems, and operations.	<p>DEMONSTRATES BASIC SKILLS: The student is able to utilize a variety of different technologies to complete a task.</p>
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

THE STANDARD

TECHNOLOGY LITERACY (GRADES K - 5):

def. - The ability to understand, use, and adapt to new technology concepts, systems, and operations.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently understand, use, and adapt to new technology concepts, systems, and operations.	DEMONSTRATES ADVANCED SKILLS: The student is able to utilize a variety of different technologies to complete a task, even those that they may not be familiar with.
3	Is able to independently understand and use technology concepts, systems, and operations.	DEMONSTRATES PROFICIENT SKILLS: The student is able to utilize a variety of different technologies to complete a task.
2	Is able to independently understand and use technology.	DEMONSTRATES BASIC SKILLS: The student is able to utilize technology to complete a task.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

THE STANDARD

COLLABORATION & GLOBAL THINKING (GRADES 9 - 12):

def. - The ability to collaborate and work as a member of a team in order to achieve a common goal. This involves knowing 1) your strengths and recognizing strengths in others, 2) how to take other's perspectives, and 3) how to resolve conflict.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently demonstrate the ability to lead , collaborate, and work as a member of a diverse team in an innovative and creative manner in order to achieve a common goal. The student also knows (1) how and when to demonstrate leadership within the team, (2) how to think globally about an issue/problem, and (3) how to effectively resolve conflict.	DEMONSTRATES ADVANCED SKILLS; The student is able to (1) willingly and effectively lead a diverse group toward a common goal, (2) recognize the expertise of members of the team and helps the team members to recognize them as well, (3) generate or pull out creativity from the team, and (4) understand the global impact of a solution and how effective it is.
3 ----- THE STANDARD	Is able to independently demonstrate the ability to collaborate, and work as a member of a diverse team in an innovative and creative manner in order to achieve a common goal. The student also knows (1) how and when to demonstrate leadership within the team, (2) how to think globally about an issue/problem, and (3) how to effectively resolve conflict.	DEMONSTRATES PROFICIENT SKILLS: The students is able to (1) demonstrate effective conflict resolution techniques, (2) seek out and respect other/ different world views or perspectives from the group, (3) determine the best/most efficient use of skills within the team, and (4) know when they need to lead and when to step back, and (5) understand their own strengths.
2	Is able to independently demonstrate the ability to collaborate and work as a member of a diverse team in order to achieve a common goal.	DEMONSTRATES BASIC SKILLS: The student is able to (1) identify and work toward the goal of a team and (2) complete tasks as part of a team, and (3) be open-minded and take another's point of view.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

COLLABORATION & GLOBAL THINKING (GRADES 6 - 8):

def. - The ability to collaborate and work as a member of a team in order to achieve a common goal. This involves knowing 1) your strengths and recognizing strengths in others, 2) how to take other's perspectives, and 3) how to resolve conflict.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently collaborate and work as a member of a diverse team in order to achieve a common goal. <i>This includes knowing 1) how and when to demonstrate leadership within a team and 2) how to think globally about an issue/problem, and 3) how to effectively resolve conflict.</i>	<p>DEMONSTRATES ADVANCED SKILLS: The student is able to (1) demonstrate effective conflict resolution techniques, (2) seek out and respect other/different world views or perspectives from the group, (3) determine the best/most efficient use of skills within the team, and (4) know when they need to lead and when to step back.</p>
<p>3 ----- THE STANDARD</p>	Is able to independently collaborate and work as a member of a <i>diverse</i> team in order to achieve a <i>common</i> goal.	<p>DEMONSTRATES PROFICIENT SKILLS: The student is able to (1) identify their own strengths and those of others and (2) be open-minded and take another's point of view.</p>
2	Is able to independently collaborate and work as a member of a team in order to achieve a goal.	<p>DEMONSTRATES BASIC SKILLS: The student is able to (1) identify and work toward the goal of a team and (2) complete tasks as part of a team.</p>
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

COLLABORATION & GLOBAL THINKING (GRADES K - 5):

def. - The ability to collaborate and work as a member of a team in order to achieve a common goal. This involves knowing 1) your strengths and recognizing strengths in others, 2) how to take other's perspectives, and 3) how to resolve conflict.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently collaborate and work as a member of a diverse team in order to achieve a common goal.	DEMONSTRATES ADVANCED SKILLS; The student is able to (1) identify their own strengths and those of others and (2) be open-minded and take another's point of view.
3 ----- THE STANDARD	Is able to independently collaborate and work as a member of a team in order to achieve a goal.	DEMONSTRATES PROFICIENT SKILLS: The student is able to (1) identify and work toward the goal of a team and (2) complete tasks as part of a team.
2	Is able to independently collaborate and work as a member of a team.	DEMONSTRATES BASIC SKILLS: The student is able to (1) work productively with others and (2) complete a task or project with help/assistance/input from others.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

COMMUNICATION (GRADES 9 - 12):

def. - The ability to effectively communicate a message or an idea to someone else through verbal and non-verbal means. Included within this is the ability to know how and when to listen to others' communication and to use communication to build interpersonal relationships with others.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently effectively and creatively communicate a message or an idea to someone else through verbal and non-verbal means in an innovative manner. This includes the ability to listen to others' communication and to use communication to build interpersonal relationships with others.	DEMONSTRATES ADVANCED SKILLS; The student is able to communicate in such a way that it (1) has an impact on or is inspiring to the recipient, (2) is insightful or adds a new perspective, (3) creates additional thought in the recipient, and/or (4) shows innovative/creative use of media.
3 ----- THE STANDARD	Is able to independently effectively and creatively communicate a message or an idea to someone else through verbal and non-verbal means in an innovative manner. This includes the ability to listen to others' communication and to use communication to build interpersonal relationships with others.	DEMONSTRATES PROFICIENT SKILLS: The student is able to (1) write utilizing complex sentences, (2) appropriately provide feedback to an utilize feedback from others, (3) convey a complex message, opinion, or argument through a variety of media, (4) is able to match the appropriate media to the message, and (5) demonstrates courteous listening skills and values other's opinions.
2	Is able to independently communicate a message or an idea to someone else through verbal and non-verbal means.	DEMONSTRATES BASIC SKILLS: The student is able to (1) write in complete sentences with proper grammar and vocabulary and (2) participate in discussion, (3) convey a message through various means, and (4) demonstrate basic listening skills.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

COMMUNICATION (GRADES 6 - 8):

def. - The ability to effectively communicate a message or an idea to someone else through verbal and non-verbal means. Included within this is the ability to know how and when to listen to others' communication and to use communication to build interpersonal relationships with others.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently communicate a message or an idea to someone else through verbal and non-verbal means. <i>This includes the ability to listen to others' communication and to use communication to build interpersonal relationships with others.</i>	DEMONSTRATES ADVANCED SKILLS: The student is able to (1) write utilizing complex sentences, (2) appropriately provide feedback to and use feedback from others, (3) convey a complex message, opinion, or argument through a variety of media, (4) match the appropriate media to the message, and (5) demonstrate courteous listening skills and values other opinions.
3 ----- THE STANDARD	Is able to independently communicate a message or an idea to someone else through verbal <i>and non-verbal</i> means.	DEMONSTRATES PROFICIENT SKILLS: The student is able to (1) convey a message effectively through various means and (2) demonstrate basic listening skills.
2	Is able to independently communicate a message or an idea to someone else through verbal means.	DEMONSTRATES BASIC SKILLS: The student is able to (1) write in complete sentences with proper grammar and vocabulary and (2) effectively participate in discussions.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

COMMUNICATION (GRADES K - 5):

def. - The ability to effectively communicate a message or an idea to someone else through verbal and non-verbal means. Included within this is the ability to know how and when to listen to others' communication and to use communication to build interpersonal relationships with others.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently communicate a message or an idea to someone else through verbal and non-verbal means.	DEMONSTRATES ADVANCED SKILLS; The student is able to (1) convey a message effectively through various means and (2) demonstrate effective listening skills.
3	Is able to independently communicate a message or an idea to someone else through verbal means.	DEMONSTRATES PROFICIENT SKILLS: The student is able to (1) write in complete sentences with proper grammar and vocabulary and (2) effectively participate in discussions.
----- THE STANDARD		
2	Is able to independently communicate a message or an idea to someone else orally.	DEMONSTRATES BASIC SKILLS: The student is able to convey a message or an idea orally and through various written modes (e.g. - pictures, words, sentences, etc.)
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

CRITICAL THINKING & PROBLEM SOLVING (GRADES 9 - 12):

def. - The ability to generate innovative and creative solutions to issues of interest through the gathering, analysis and evaluation of relevant information. This includes thinking through 1) how possible solutions fit into and affect a larger system, 2) the validity of information and claims that others present, and 3) the potential consequences of proposed solutions.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently generate innovative and creative solutions to issues of interest through the gathering, analysis, and evaluation of relevant information. This includes understanding 1) how solutions fit into and affect a larger system, 2) the validity of information and claims that others present, and 3) the potential consequences of proposed solutions.	DEMONSTRATES ADVANCED SKILLS; The student is able to (1) generate a unique/creative solution to a problem of interest, (2) anticipate and minimize the adverse consequences of a solution, and (3) reflect on the results of other similar similar solutions to inform how effective a proposed solution may be.
3	Is able to independently generate innovative and creative solutions to issues of interest through the gathering, analysis, and evaluation of relevant information. This includes understanding 1) how solutions fit into and affect a larger system, 2) the validity of information and claims that others present, and 3) the potential consequences of proposed solutions.	DEMONSTRATES PROFICIENT SKILLS: The student is able to (1) analyze and evaluate whether information related to an issue/problem is relevant and valid, (2) utilize systems thinking to propose how potential solutions affect a larger system, and (3) propose potential consequences related to generated solutions.
2	Is able to independently generate solutions to issues of interest through the gathering, analysis, and evaluation of relevant information.	DEMONSTRATES BASIC SKILLS: The student is able to analyze and evaluate whether information related to an issue/problem is relevant and valid.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

THE STANDARD

CRITICAL THINKING & PROBLEM SOLVING (GRADES 6 - 8):

def. - The ability to generate innovative and creative solutions to issues of interest through the gathering, analysis and evaluation of relevant information. This includes thinking through 1) how possible solutions fit into and affect a larger system, 2) the validity of information and claims that others present, and 3) the potential consequences of proposed solutions.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently generate solutions to issues of interest through the gathering, analysis, and evaluation of relevant information. <i>This includes understanding 1) how solutions fit into and affect a larger system, 2) the validity of information and claims that others present, and 3) the potential consequences of proposed solutions.</i>	DEMONSTRATES ADVANCED SKILLS; The student is able to (1) utilize systems thinking to propose how potential solutions affect a larger system and (2) propose potential consequences related to generated solutions.
3	Is able to independently generate solutions to issues of interest through the gathering, <i>analysis, and evaluation</i> of relevant information.	DEMONSTRATES PROFICIENT SKILLS: The student is able to analyze and evaluate whether information related to an issue/problem is relevant and valid.
2	Is able to independently generate solutions to issues of interest through the gathering of relevant information.	DEMONSTRATES BASIC SKILLS: The student is able to (1) research and gather information related to an issue/problem and (2) propose solutions to an issue/problem of interest.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

THE STANDARD

CRITICAL THINKING & PROBLEM SOLVING (GRADES K - 5):

def. - The ability to generate innovative and creative solutions to issues of interest through the gathering, analysis and evaluation of relevant information. This includes thinking through 1) how possible solutions fit into and affect a larger system, 2) the validity of information and claims that others present, and 3) the potential consequences of proposed solutions.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently generate solutions to issues of interest through the gathering, analysis, and evaluation of relevant information.	DEMONSTRATES ADVANCED SKILLS; The student is able to analyze and evaluate whether information related to an issue/problem is relevant and valid.
3	Is able to independently generate solutions to issues of interest through the gathering of relevant information.	DEMONSTRATES PROFICIENT SKILLS: The student is able to (1) research and gather information related to an issue/problem and (2) propose solutions to an issue/problem of interest.
2	Is able to independently generate solutions to issues of interest.	DEMONSTRATES BASIC SKILLS: The student is able to propose plausible solutions to an issue/problem of interest.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

THE STANDARD

FLEXIBILITY & ADAPTABILITY (GRADES 9 - 12):

def. - The ability and self-motivation to continuously learn to respond to changes and to increase one's understanding. Included within this is being open-minded to different viewpoints and ways of doing things and continuous reflection on one's own knowledge base.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently and continuously learn to respond to changes and to increase one's own understanding. This includes the ability to (1) be open-minded to different viewpoints and ways of doing things, (2) continuously reflect on one's own knowledge base, and (3) react positively to unexpected changes and/or unpredictable/unique situations.	DEMONSTRATES ADVANCED SKILLS; The student is able to (1) welcome challenges and/or unexpected changes and (2) seeks alternate and novel solutions and information to challenges and /or unique situations.
3 ----- THE STANDARD	Is able to independently and continuously learn to respond to changes and to increase one's own understanding. This includes the ability to (1) be open-minded to different viewpoints and ways of doing things and (2) continuously reflect on one's own knowledge base.	DEMONSTRATES PROFICIENT SKILLS: The student is able to (1) take on various roles and perspectives, (2) considers and values other viewpoints and ways of doing things, (3) recognizes when there is a potential gap or misconception in their understanding,, and (4) works to address potential gaps of misconceptions in their understanding.
2	Is able to independently and continuously learn to respond to changes and to increase one's own understanding.	DEMONSTRATES BASIC SKILLS: The student is able to change their viewpoint or understanding based upon new information, but this may be only when directed.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

FLEXIBILITY & ADAPTABILITY (GRADES 6 - 8):

def. - The ability and self-motivation to continuously learn to respond to changes and to increase one's understanding. Included within this is being open-minded to different viewpoints and ways of doing things and continuous reflection on one's own knowledge base.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently and continuously learn to respond to changes and to increase one's own understanding. <i>This includes the ability to be open-minded to different viewpoints and ways of doing things and continuously reflect on one's own knowledge base.</i>	DEMONSTRATES ADVANCED SKILLS; The student is able to (1) take on various roles and perspectives, (2) consider and value other viewpoints and ways of doing things, (3) recognize when there is a potential gap or misconception in their understanding, and (4) works to address potential gaps or misconceptions in their understanding.
3 ----- THE STANDARD	Is able to independently and <i>continuously</i> learn to respond to changes and to increase one's own understanding.	DEMONSTRATES PROFICIENT SKILLS: The student is able to change or adapt their viewpoint or understanding based upon new information and does so on a continuous basis.
2	Is able to independently learn to respond to changes and to increase one's own understanding.	DEMONSTRATES BASIC SKILLS: The student is able to recognize the viewpoints or understanding of others, but may not change or adapt their own, even when necessary.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

FLEXIBILITY & ADAPTABILITY (GRADES K - 5):

def. - The ability and self-motivation to continuously learn to respond to changes and to increase one's understanding. Included within this is being open-minded to different viewpoints and ways of doing things and continuous reflection on one's own knowledge base.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently and continuously learn to respond to changes and to increase one's own understanding.	DEMONSTRATES ADVANCED SKILLS; The student is able to change or adapt their viewpoint or understanding based upon new information and does so on a continuous basis.
3 ----- THE STANDARD	Is able to independently learn to respond to changes and to increase one's own understanding.	DEMONSTRATES PROFICIENT SKILLS: The student is able to recognize the viewpoints or understanding of others and is able to adjust their actions and understanding accordingly.
2	Is able to independently learn to respond to changes.	DEMONSTRATES BASIC SKILLS: The student is able to recognize the viewpoints or understanding of others, but may not change or adapt their own, even when necessary.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

ETHICAL CITIZENSHIP (GRADES 9 - 12):

def. - The ability to act in a caring and principled manner (e.g. - with integrity, honesty, respect and discernment) in order to promote the common-good of one's community. Included within this is finding balance between attending to one's own needs (e.g. - spiritual, health, work, etc.) and the needs of others.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently act in a caring and principled manner with integrity, honesty, respect and discernment and actively promotes the common-good of the community. This includes the ability to find balance between attending to their own needs (e.g. - spiritual, health, work, etc.) and the needs of others.	DEMONSTRATES ADVANCED SKILLS; The student is able to understand when individuals or systems may go against what is best for the community and proactively works to correct the situation prior to it becoming an issue.
3 ----- THE STANDARD	Is able to independently act in a caring and principled manner with integrity, honesty, respect and discernment for the common-good of the community. This includes the ability to find balance between attending to their own needs (e.g. - spiritual, health, work, etc.) and the needs of others.	DEMONSTRATES PROFICIENT SKILLS: The student (1) notices and takes action against violations of what is best for the community and (2) care for themselves while at the same time demonstrating care for others.
2	Is able to independently act in a caring and principled manner with integrity, honesty, respect and discernment.	DEMONSTRATES BASIC SKILLS: The student is (1) respectful, courteous, and caring in their interactions, (2) follows/obeys rules and directions, and (3) acts in a consistent manner regardless or situation and/or setting.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

ETHICAL CITIZENSHIP (GRADES 6 - 8):

def. - The ability to act in a caring and principled manner (e.g. - with integrity, honesty, respect and discernment) in order to promote the common-good of one's community. Included within this is finding balance between attending to one's own needs (e.g. - spiritual, health, work, etc.) and the needs of others.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently act in a caring and principled manner with integrity, honesty, respect and discernment. <i>This includes the ability to find balance between attending to their own needs (e.g. - spiritual, health, work, etc.) and the needs of others.</i>	DEMONSTRATES ADVANCED SKILLS; The student is able to (1) notice and take action against violations of what is best for the community and (2) care for themselves while at the same time demonstrating care for others.
3	Is able to independently act in a caring and principled manner <i>with integrity, honesty, respect and discernment.</i>	DEMONSTRATES PROFICIENT SKILLS: The student acts in a consistent manner regardless of situation and/or setting.
----- THE STANDARD		
2	Is able to independently act in a caring and principled manner.	DEMONSTRATES BASIC SKILLS: The student is (1) respectful, courteous, and caring in their interactions and (2) follows/obeys rules and directions.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

ETHICAL CITIZENSHIP (GRADES K - 5):

def. - The ability to act in a caring and principled manner (e.g. - with integrity, honesty, respect and discernment) in order to promote the common-good of one's community. Included within this is finding balance between attending to one's own needs (e.g. - spiritual, health, work, etc.) and the needs of others.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently act in a caring and principled manner with integrity, honesty, respect and discernment.	DEMONSTRATES ADVANCED SKILLS; The student acts in a consistent manner regardless of situation and/or setting.
3 ----- THE STANDARD	Is able to independently act in a caring and principled manner.	DEMONSTRATES PROFICIENT SKILLS: The student is (1) respectful, courteous, and caring in their interactions and (2) follows/obeys rules and directions.
2	Is able to act within a community/group with a minimal amount of disruption to it.	DEMONSTRATES BASIC SKILLS: The student is able to work within a community or group without disrupting the work of others.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

PERSONAL ACCOUNTABILITY (GRADES 9 - 12):

def. - The ability to productively work toward a goal with a positive attitude. Included within this is being reliable and dependable (e.g. - being present and punctual) and having the confidence to take risks and hold oneself and other accountable for their work.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently work toward a goal with a positive attitude, This includes being reliable and dependable (e.g. - being present and punctual) and the confidence to take risks and hold oneself and others accountable for their work.	DEMONSTRATES ADVANCED SKILLS; The student is able to (1) look beyond their own personal accountability and raise the level of work and what is expected for the entire group/community (e.g. - when the student notices something goes wrong that is unrelated to their own actions, they do not turn a “blind eye” or say “it’s not my fault or business”).
3	Is able to independently work toward a goal with a positive attitude, This includes being reliable and dependable (e.g. - being present and punctual).	DEMONSTRATES PROFICIENT SKILLS: The student is able to (1) demonstrate initiative and integrity, (2) strive for a high quality of work even in difficult circumstances (e.g. - when the work is challenging or is not in the student’s interest area), and (3) show up prepared and ready to actively engage.
2	Is able to independently work toward a goal with a positive attitude,	DEMONSTRATES BASIC SKILLS: The student is punctual and consistently completes assigned tasks at the minimum or basic level.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

THE STANDARD

PERSONAL ACCOUNTABILITY (GRADES 6 - 8):

def. - The ability to productively work toward a goal with a positive attitude. Included within this is being reliable and dependable (e.g. - being present and punctual) and having the confidence to take risks and hold oneself and other accountable for their work.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently work toward a goal with a positive attitude, <i>This includes being reliable and dependable (e.g. - being present and punctual).</i>	DEMONSTRATES ADVANCED SKILLS; The student is able to (1) demonstrate initiative and integrity and (2) show up prepared and ready to actively engage.
3 ----- THE STANDARD	Is able to independently work toward a goal <i>with a positive attitude.</i>	DEMONSTRATES PROFICIENT SKILLS: The student is able to strive for a high quality of work even in difficult circumstances (e.g. - when the work is challenging or is not in the student's interest area).
2	Is able to independently work toward a goal.	DEMONSTRATES BASIC SKILLS: The student is punctual and consistently completes assigned tasks.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

PERSONAL ACCOUNTABILITY (GRADES K - 5):

def. - The ability to productively work toward a goal with a positive attitude. Included within this is being reliable and dependable (e.g. - being present and punctual) and having the confidence to take risks and hold oneself and other accountable for their work.



LEVEL	PERFORMANCE/ UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently work toward a goal with a positive attitude.	<p>DEMONSTRATES ADVANCED SKILLS;</p> <p>The student is able to strive for a high quality of work even in difficult circumstances (e.g. - when the work is challenging or is not in the student's interest area).</p>
3	Is able to independently work toward a goal.	<p>DEMONSTRATES PROFICIENT SKILLS:</p> <p>The student is punctual and consistently completes assigned tasks.</p>
2	Is able to independently work on a task or project.	<p>DEMONSTRATES BASIC SKILLS:</p> <p>The student is able to independently work on an assigned task or project for an extended period of time.</p>
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	With help, the student shows partial knowledge of the ideas and processes associated with levels 2 and 3.
0	No knowledge of levels 2 or 3, even with help.	No knowledge of the topic, even with help.

THE STANDARD