

Communication 3-5

An individual's ability to leverage venue, mode, and audience to effectively convey meaning, discern and interpret messages, and signify understanding.

Students will be able to:

- Convey a clear and audible message with appropriate nonverbal cues. **(Self-Awareness)**
- Incorporate some domain specific language when communicating their message. **(Context and Message)**
- Evaluate sources and chooses the most appropriate to support their message with guidance. **(Establishing Meaning)**
- Recognize formal and informal contexts and matches communication delivery, including tone and nonverbal cues. **(Delivery and Expression)**
- Select an effective format to initiate their communication and engage their audience. **(Monitoring and Adapting)**

4 - Extending	3 - Applying	2 – Developing	1 - Emerging
Students will be able to display the above <u>independently.</u>	Students will be able to display the above <u>with limited guidance and support.</u>	Students will be able to display the above <u>with guidance and support.</u>	With support and guidance, students are <u>not yet able</u> to display the above.

Collaboration 3-5

An individual's capacity to work with other people in a process that requires interdependence to solve a problem, achieve a goal, or complete a task.

Students will be able to:

- Draw on prior experience to guide their own contributions to group work in a meaningful way. **(Self-Awareness)**
- Understand and follow accepted communication norms and help others do the same. **(Communication)**
- Remain open to differing ideas and opinions. **(Negotiating and Decision Making)**
- Share ideas and contributes to the overall direction of group work. **(Contributing and Supporting)**
- Share responsibility with others, reassure struggling group members, work through challenges, and offer help. **(Monitoring and Adapting)**

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Self-Direction 3-5

An individual's ability to self-regulate, find value in structured and self-initiated tasks, and capitalize on failure; evaluating and collaboratively steering learning towards long-term goals and aspirations.

Students will be able to:

- Reflect on past experiences to identify strengths and potential for growth. **(Self-Awareness)**
- Recognize own role in learning and proactively ask relevant questions. **(Initiative and Ownership)**
- Establish appropriate short-term targets as part of long-term learning goals. **(Goal Setting and Planning)**
- Follow a process identified by teacher or peer to make forward progress towards targets and goals. **(Engaging and Managing)**
- Monitor time, effort, needs, and progress. **(Monitoring and Adapting)**

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Creativity 3-5

An individual's ability to personally interpret experiences, imagine and play with new possibilities, and create approaches that are novel, useful, and valued by the world around them.

Students will be able to:

- Consider personal interests, strengths and past experiences when choosing a challenge from options. **(Self-Awareness)**
- Independently convey ideas, evaluate all and eliminating those that are not appropriate to context or task. **(Cultivating and Evaluating Ideas)**
- Understand the need to balance imaginative possibilities with real-world constraints. **(Tolerating Risk and Ambiguity)**
- Think through and utilize a familiar process for developing an idea into a relevant solution. **(Experimenting and Validating)**
- Seek out and uses feedback to think about the next stage of the creative process. **(Monitoring and Adapting)**

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