

Library/Media

Graduation Proficiencies

(Performance Indicators/Scoring Criteria)

Proficiency-Based Graduation Requirements (PBGRs) are the locally-delineated set of content knowledge and skills connected to state standards that, when supplemented with any additional locally-developed requirements, have been determined to qualify a student for earning a high school diploma. Vermont's Education Quality Standards (EQS) require that schools' graduation requirements be rooted in demonstrations of Students proficiency, as opposed to time spent in classrooms. This requirement will take effect in Vermont beginning with the graduating class of 2020.



Graduation Proficiency #1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. (AASL Standard I. Inquire)

Elementary K-2

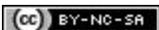
Performance Indicators

- a. Think:** I can use an inquiry-based process to display critical thinking skills when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within, or outside of my learning community.
- b. Create:** I can engage with new knowledge I have gained by following an inquiry-based process that includes using evidence to investigate my questions, filling any knowledge gaps I may have, and generating products which illustrate my learning.
- c. Share:** I can adapt, communicate, and exchange my learning product with others in a cycle that includes interacting with content designed and presented by others, providing constructive feedback, and sharing products with an authentic audience.
- d. Grow:** I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can use an inquiry-based process to display critical thinking skills when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within, or outside of my learning community.	I can identify two or less steps of the inquiry-based process I should use to learn about new things, or solve a problem within or outside of my learning community.	I can use a minimum of four steps of the inquiry-process that I should follow to display critical thinking skills when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within, or outside of my learning community with the support of my teacher.	I can use an inquiry-based process to display critical thinking skills when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within, or outside of my learning community.	I am proficient, and can demonstrate that I can engage in sustained inquiry, by developing new questions, or identifying new problems relevant to the new knowledge I have gained from my inquiry, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can engage with new knowledge I have	I can find evidence to back up any claims I	I can engage with new knowledge I have gained	I can engage with new knowledge I have gained	I am proficient, and did not simply report what others



gained by following an inquiry-based process that includes using authoritative evidence to investigate my questions, filling any knowledge gaps I may have, and generating products which illustrate my learning.	make with the support of my teacher .	by following an inquiry-based process that includes using authoritative evidence to investigate my questions, filling any knowledge gaps I may have, and generating products which illustrate my learning with support from my teacher.	by following an inquiry-based process that includes using authoritative evidence to investigate my questions, filling any knowledge gaps I may have, and generating products which illustrate my learning.	have already learned, rather I used the inquiry process to create my own new knowledge or ideas about the topic I was learning, or the problem I was trying to solve, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can adapt, communicate, and exchange my learning product with others in a cycle that includes interacting with content designed and presented by others, providing constructive feedback, and sharing products with an authentic audience.	I can share my learning product with others with the support of my teacher.	I can adapt, communicate, and exchange my learning product with others in a cycle that includes interacting with content designed and presented by others, providing constructive feedback, and sharing products with an authentic audience with the support of my teacher.	I can adapt, communicate, and exchange my learning product with others in a cycle that includes interacting with content designed and presented by others, providing constructive feedback, and sharing products with an authentic audience.	I am proficient and can improve upon my learning product as I receive constructive feedback from my authentic audience within my local learning community and beyond.
d. Grow: I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through	I can reflect upon my learning.	I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through	I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through	I am proficient and can demonstrate that I can apply sustained inquiry as I actively engage in personalized, project, and proficiency-based



real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.		real-world connections, and reflecting upon my learning to guide me through any informed decisions I make with support from my teacher.	real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.	learning opportunities within my local learning community and beyond.
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<p>Graduation Proficiency #2: Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. (AASL Standard II. Include)</p>				
<p>Elementary K-2</p>				
<p>Performance Indicators: Performance Indicators a. Think: I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond. b. Create: I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners within my learning community who have a different world perspective than my own. c. Share: I can exhibit empathy and tolerance for diverse ideas of those in my learning community. d. Grow: I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.</p>				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<p>a. Think: I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my</p>	<p>I am in the process of learning that I need to be able to demonstrate an awareness of the contributions of a range of learners and adopt a balanced perspective toward points of view and opinions expressed in information resources</p>	<p>I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and</p>	<p>I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my</p>	<p>I am proficient and can demonstrate that I can represent diverse perspectives of others, as I actively engage in personalized, project, and proficiency-based</p>



learning community and beyond.	and learning products. In addition, I should be able to describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.	beyond, with support from my teacher.	learning community and beyond.	learning opportunities within my local learning community and beyond.
b. Create: I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners within my learning community who have a different world perspective than my own.	I am in the process of learning that I need to interact with learners who reflect a wide range of perspectives, evaluate a variety of perspectives during learning activities, and represent diverse perspectives during learning activities.	I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners within my learning community who have a different world perspective than my own, with support.	I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners within my learning community who have a different world perspective than my own.	I am proficient and can evaluate and represent diverse perspectives of others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can exhibit empathy and tolerance for diverse ideas of those in my learning community.	I am in the process of learning that I should engage in conversation and active debate using authoritative information resources and should contribute to discussions in which multiple viewpoints on a topic are expressed.	I can exhibit empathy and tolerance for diverse ideas of those in my learning community, with help from my teacher, by engaging in conversation and active debate using authoritative information resources and contributing to discussions in which multiple viewpoints on a topic are expressed.	I can exhibit empathy and tolerance for diverse ideas of those in my learning community.	I am proficient and can exhibit empathy and tolerance for diverse ideas of others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.



<p>d. Grow: I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.</p>	<p>I am in the process of learning that I need to seek interaction with a wide range of learners and demonstrate an interest in other perspectives during learning activities.</p>	<p>I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond, with support from my teacher.</p>	<p>I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.</p>	<p>I am proficient and can demonstrate a commitment of empathy and respect for diversity, as I actively engage in sustained inquiry through personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
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<p>Graduation Proficiency #3: Collaborate: Work effectively with others to broaden perspective and work toward common goals. (AASL Standard III. Collaborate)</p>				
<p>Elementary K-2</p>				
<p>Performance Indicators: Performance Indicators a. Think: I can develop new understandings by engaging with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community. b. Create: I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community. c. Share: I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community. d. Grow: I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.</p>				
<p>Performance Indicator</p>	<p><i>Getting Started</i></p>	<p><i>Making Progress</i></p>	<p><i>Proficient</i></p>	<p><i>Going Beyond</i></p>
<p>a. Think: I can develop new understandings by</p>	<p>I am in the process of learning that I must</p>	<p>I am in the process of learning that I must</p>	<p>I am in the process of learning that I must</p>	<p>I am proficient and can demonstrate that I must</p>



engaging with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	demonstrate a desire to engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	demonstrate a desire to engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community, with support from my teacher.	demonstrate a desire to engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	actively participate with others in order to work toward common goals, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	I am in the process of learning that I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community, with support from my teacher.	I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	I am proficient and can demonstrate that I can use these tools and resources to work with others toward common goals, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.	I am in the process of learning how to effectively work with others by soliciting and responding to feedback from others and including diverse perspectives in my	I can work effectively with others by soliciting and responding to feedback from others and including diverse perspectives in my inquiry process, when learning about a	I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.	I am proficient and can demonstrate that I can reflect upon my ability to effectively work with others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my



	inquiry process, when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.	personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community, with support from my teacher.		local learning community and beyond.
d. Grow: I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.	I am in the process of recognizing that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.	I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community, with support from my teacher.	I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.	I am proficient and can demonstrate that I must adapt my thinking to new ideas and situations, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.

Graduation Proficiency #4 Curate: Curate: Make Meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. (AASL Standard IV. Curate)
Elementary K-2
<p>Performance Indicators:</p> <p>Performance Indicators</p> <p>a. Think: I can demonstrate that I understand how to act on a need for information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.</p> <p>b. Create: I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.</p> <p>c. Share: I can exchange information resources I have gathered and organized with others in my learning community and beyond.</p>



d. Grow: I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can demonstrate that I understand how to act on a need for information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am in the process of learning that I need to first determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use.	I can determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use with support from my teacher.	I can determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use.	I am proficient and can perform an ongoing analysis of the quality and usefulness of my curated sources of information, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am in the process of learning that there are a set of skills I need to demonstrate when I need to gather and organize relevant, diverse, and authoritative information while in my learning community and beyond.	I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond with the help of my teacher.	I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am proficient and can perform an ongoing analysis of the accuracy of curated resources, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can exchange information resources I have gathered and organized with others in my learning community and beyond.	I am in the process of learning that there are a set of skills I need to use when sharing information resources with others in my learning community and beyond.	I can exchange information resources I have gathered and organized with others in my learning community and beyond with the help of my teacher.	I can exchange information resources I have gathered and organized with others in my learning community and beyond.	I am proficient and can openly communicate curation processes for others to use, interpret, and validate, as I actively engage in personalized, project, and proficiency-based learning opportunities within my



				local learning community and beyond.
d. Grow: I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.	I am in the process of learning that information sources I gather and organize can be of value, not only for myself, but to others in my learning community and beyond.	I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes with the help of my teacher.	I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.	I am proficient and can perform an in-depth reflection on the information sources I have curated by creating an annotated bibliography to help others understand how the information can help them, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.

<p>Graduation Proficiency #5: Explore: Discover and innovate in a growth mindset developed through experience and reflection. (AASL Standard V. Explore)</p>
<p>Elementary K-2</p>
<p>Performance Indicators</p> <p>a. Think: I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.</p> <p>b. Create: I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection.</p> <p>c. Share: I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.</p>



d. Grow: I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I am in the process of learning how to develop and satisfy my own personal curiosity about something that interests me about a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate with the help of my teacher.	I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I am proficient and can engage in a process where I can determine gaps of knowledge, as I engage in an inquiry-based process to discover and innovate when participating in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection.	I am in the process of learning how to construct new knowledge by problem-solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection.	I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection with the help of my teacher.	I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection.	I am proficient and can iteratively respond to challenges as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.	I am learning that I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an	I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved	I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.	I am proficient and can define skills and capabilities that I could improve or expand upon as I discover and innovate while actively engaged in personalized, project, and proficiency-based learning opportunities within my



	authentic problem that needs to be solved.	with the help of my teacher.		local learning community and beyond.
d. Grow: I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.	I am in the process of learning how to discover and innovate with a growth mindset, developed through experience and reflection.	I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection with the help of my teacher.	I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.	I am proficient and can identify possible areas of growth, not only for myself, but also for my local community or beyond by exploring new innovative products or processes which could require either a patent and/or grant monies to fund the project.

Graduation Proficiency #6. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. (AASL Standard VI. Engage)				
Elementary K-2				
Performance Indicators				
a. Think: I can follow ethical and legal guidelines for gathering and using information in my local learning community and beyond.				
b. Create: I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.				
c. Share: I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.				
d. Grow: I can extend my learning by personalizing how I use information and information technologies.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can follow ethical and legal guidelines for gathering and using information in my local	I am in the process of learning that I should be following ethical and legal guidelines for	I can follow ethical and legal guidelines for gathering and using information in my local	I can follow ethical and legal guidelines for gathering and using information in my local	I am proficient and can demonstrate and inspire others to engage in safe, responsible, ethical, and



learning community and beyond.	gathering and using information in my local learning community and beyond.	learning community and beyond with the help of my teacher.	learning community and beyond.	legal information behaviors while gathering and using information while participating in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.	I am in the process of learning that I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.	I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying with the help of my teacher.	I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.	I am proficient and can demonstrate that I understand how to ensure that I am giving the correct person credit while using information resources from the internet as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I am in the process of learning that I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond with the help of my teacher.	I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I am proficient and can demonstrate that I understand how to craft a Creative Commons License that will allow my own work to be shared, used, and built upon as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.

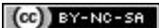


d. Grow: I can extend my learning by personalizing how I use information and information technologies.	I am in the process of learning that I can extend my learning by personalizing how I use information and information technologies.	I can extend my learning by personalizing how I use information and information technologies with the help of my teacher.	I can extend my learning by personalizing how I use information and information technologies.	I am proficient and can show others how they can personalize their use of these technologies as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
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Graduation Proficiency #1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. (AASL Standard I. Inquire)				
Elementary 3-5				
Performance Indicators:				
Performance Indicators				
<p>a. Think: I can use an inquiry-based process to display critical thinking skills when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within, or outside of my learning community.</p> <p>b. Create: I can engage with new knowledge I have gained by following an inquiry-based process that includes using evidence to investigate my questions, filling any knowledge gaps I may have, and generating products which illustrate my learning.</p> <p>c. Share: I can adapt, communicate, and exchange my learning product with others in a cycle that includes interacting with content designed and presented by others, providing constructive feedback, and sharing products with an authentic audience.</p> <p>d. Grow: I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.</p>				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>



<p>a. Think: I can use an inquiry-based process to display critical thinking skills when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within, or outside of my learning community.</p>	<p>I am in the process of learning to identify the steps of the inquiry-based process I should use to learn about new things, or solve a problem within or outside of my learning community.</p>	<p>With the help of my teacher I can identify a problem(s), develop a strategy for solving the problem(s), and use a minimum of four steps of the inquiry-process that I should follow to learn new things, or when I am trying to solve a problem within or outside of my learning community.</p>	<p>I can identify a problem(s), develop a strategy for solving the problem(s), and use all steps of the inquiry-process that I should follow, when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within my learning community, or outside of my learning community.</p>	<p>I am proficient, and can demonstrate that I can engage in sustained inquiry, by developing new questions, or identifying new problems relevant to the new knowledge I have gained from my inquiry, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
<p>b. Create: I can engage with new knowledge I have gained by following an inquiry-based process that includes using evidence to investigate my questions, filling any knowledge gaps I may have, and generating products which illustrate my learning.</p>	<p>I am in the process of learning how to find reliable evidence to back up any claims I make and create a plan to fill any gaps of information I may have when trying to answer the questions in my inquiry about a topic I am learning, or a problem I am trying to solve.</p>	<p>With the support of my teacher I can find reliable evidence to back up any claims I make and create a plan to fill any gaps of information I may have, so that I can create a product that shows what I have learned from my inquiry.</p>	<p>I can demonstrate how to find reliable evidence to back up any claims I make and create and follow through on a plan to fill any gaps of information I may have, so that I can create a product that shows what I have learned from my inquiry.</p>	<p>I am proficient, and did not simply report what others have already learned, rather I used the inquiry process to create my own new knowledge or ideas about the topic I was learning, or the problem I was trying to solve, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>



<p>c. Share: I can adapt, communicate, and exchange my learning product with others in a cycle that includes interacting with content designed and presented by others, providing constructive feedback, and sharing products with an authentic audience.</p>	<p>I am in the process of learning how to interact with content designed and presented by others.</p>	<p>With the support of my teacher I can interact with content provided by others, provide constructive feedback, and act on feedback to improve my own knowledge product, while sharing with an authentic audience.</p>	<p>I can demonstrate that I can interact with content provided by others, provide constructive feedback, and act on feedback to improve my own learning product, while sharing with an authentic audience.</p>	<p>I am proficient and can share with an authentic audience, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
<p>d. Grow: I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.</p>	<p>I am in the process of learning about the idea of sustained inquiry, and how I should continually seek new information and make connections with this new information to my own life; and that I should reflect upon my own learning to help me make decisions based upon this new information.</p>	<p>I am learning how to continually seek new information and make connections with this new information to my own life; and that I should reflect upon my own learning to help me make decisions based upon this new information, with support from my teacher.</p>	<p>I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.</p>	<p>I am proficient and can demonstrate that I can apply sustained inquiry as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>

<p>Graduation Proficiency #2: Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. (AASL Standard II. Include)</p>
<p style="text-align: center;">Elementary 3-5</p>
<p>Performance Indicators:</p>



Performance Indicators

a. Think: I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.

b. Create: I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners within my learning community who have a different world perspective than my own.

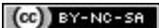
c. Share: I can exhibit empathy and tolerance for diverse ideas of those in my learning community.

d. Grow: I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.	I am in the process of learning that I need to be able to demonstrate an awareness of the contributions of a range of learners and adopt a balanced perspective toward points of view and opinions expressed in information resources and learning products. In addition, I should be able to describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.	I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond, with support from my teacher.	I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.	I am proficient and can demonstrate that I can represent diverse perspectives of others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners	I am in the process of learning that I need to interact with learners who reflect a wide range of perspectives, evaluate a variety of	I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners	I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners	I am proficient and can evaluate and represent diverse perspectives of others, as I actively engage in personalized, project, and



within my learning community who have a different world perspective than my own.	perspectives during learning activities, and represent diverse perspectives during learning activities.	within my learning community who have a different world perspective than my own, with support.	within my learning community who have a different world perspective than my own.	proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can exhibit empathy and tolerance for diverse ideas of those in my learning community.	I am in the process of learning that I should engage in conversation and active debate using authoritative information resources and should contribute to discussions in which multiple viewpoints on a topic are expressed.	I can exhibit empathy and tolerance for diverse ideas of those in my learning community, with help from my teacher, by engaging in conversation and active debate using authoritative information resources and contributing to discussions in which multiple viewpoints on a topic are expressed.	I can exhibit empathy and tolerance for diverse ideas of those in my learning community, by engaging in conversation and active debate using authoritative information resources and contributing to discussions in which multiple viewpoints on a topic are expressed.	I am proficient and can exhibit empathy and tolerance for diverse ideas of others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
d. Grow: I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am in the process of learning that I need to seek interaction with a wide range of learners and demonstrate an interest in other perspectives during learning activities.	I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond, with support from my teacher.	I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am proficient and can demonstrate a commitment of empathy and respect for diversity, as I actively engage in sustained inquiry through personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.



Graduation Proficiency #3: **Collaborate**: Work effectively with others to broaden perspective and work toward common goals.
(AASL Standard III. Collaborate)

Elementary 3-5

Performance Indicators:

Performance Indicators

a. Think: I can develop new understandings by engaging with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.

b. Create: I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.

c. Share: I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.

d. Grow: I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can develop new understandings by engaging with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	I am in the process of learning that I must demonstrate a desire to engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	I am in the process of learning that I must demonstrate a desire to engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community, with support from my teacher.	I am in the process of learning that I must demonstrate a desire to engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	I am proficient and can demonstrate that I must actively participate with others in order to work toward common goals, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can use a variety of communication tools and resources as I establish connections with	I am in the process of learning that I can use a variety of communication tools	I can use a variety of communication tools and resources as I establish connections with other	I can use a variety of communication tools and resources as I establish connections with other	I am proficient and can demonstrate that I can use these tools and resources to work with others toward



<p>other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.</p>	<p>and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.</p>	<p>learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community, with support from my teacher.</p>	<p>learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.</p>	<p>common goals, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
<p>c. Share: I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.</p>	<p>I am in the process of learning how to effectively work with others by soliciting and responding to feedback from others and including diverse perspectives in my inquiry process, when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.</p>	<p>I can work effectively with others by soliciting and responding to feedback from others and including diverse perspectives in my inquiry process, when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community, with support from my teacher.</p>	<p>I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.</p>	<p>I am proficient and can demonstrate that I can reflect upon my ability to effectively work with others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
<p>d. Grow: I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals</p>	<p>I am in the process of recognizing that learning is a social responsibility and that I must actively participate with others in order to work toward common</p>	<p>I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of</p>	<p>I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals</p>	<p>I am proficient and can demonstrate that I must adapt my thinking to new ideas and situations, as I actively engage in personalized, project, and</p>

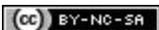


within or outside of my learning community.	goals within or outside of my learning community.	my learning community, with support from my teacher.	within or outside of my learning community.	proficiency-based learning opportunities within my local learning community and beyond.
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Graduation Proficiency #4 Curate: Curate: Make Meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. (AASL Standard IV. Curate)				
Elementary 3-5				
Performance Indicators: Performance Indicators a. Think: I can demonstrate that I understand how to act on a need for information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond. b. Create: I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond. c. Share: I can exchange information resources I have gathered and organized with others in my learning community and beyond. d. Grow: I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can demonstrate that I understand how to act on a need for information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am in the process of learning that I need to first determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use.	I can determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use with support from my teacher.	I can determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use.	I am proficient and can perform an ongoing analysis of the quality and usefulness of my curated sources of information, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.



<p>b. Create: I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.</p>	<p>I am in the process of learning that there are a set of skills I need to demonstrate when I need to gather and organize relevant, diverse, and authoritative information while in my learning community and beyond.</p>	<p>I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond with the help of my teacher.</p>	<p>I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.</p>	<p>I am proficient and can perform an ongoing analysis of the accuracy of curated resources, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
<p>c. Share: I can exchange information resources I have gathered and organized with others in my learning community and beyond.</p>	<p>I am in the process of learning that there are a set of skills I need to use when sharing information resources with others in my learning community and beyond.</p>	<p>I can exchange information resources I have gathered and organized with others in my learning community and beyond with the help of my teacher.</p>	<p>I can exchange information resources I have gathered and organized with others in my learning community and beyond.</p>	<p>I am proficient and can openly communicate curation processes for others to use, interpret, and validate, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
<p>d. Grow: I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.</p>	<p>I am in the process of learning that information sources I gather and organize can be of value, not only for myself, but to others in my learning community and beyond.</p>	<p>I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes with the help of my teacher.</p>	<p>I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.</p>	<p>I am proficient and can perform an in-depth reflection on the information sources I have curated by creating an annotated bibliography to help others understand how the information can help them, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>



Graduation Proficiency #5: **Explore:** Discover and innovate in a growth mindset developed through experience and reflection.
(AASL Standard V. Explore)

Elementary 3-5

Performance Indicators:

Performance Indicators

a. Think: I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.

b. Create: I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection.

c. Share: I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.

d. Grow: I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I am in the process of learning how to develop and satisfy my own personal curiosity about something that interests me about a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate with the help of my teacher.	I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I am proficient and can engage in a process where I can determine gaps of knowledge, as I engage in an inquiry-based process to discover and innovate when participating in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can construct new knowledge by problem solving through persistent,	I am in the process of learning how to construct new	I can construct new knowledge by problem solving through	I can construct new knowledge by problem solving through persistent,	I am proficient and can iteratively respond to challenges as I actively



self-directed pursuits as I engage in the cycles of design, implementation, and reflection.	knowledge by problem-solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection.	persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection with the help of my teacher.	self-directed pursuits as I engage in the cycles of design, implementation, and reflection.	engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.	I am learning that I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.	I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved with the help of my teacher.	I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.	I am proficient and can define skills and capabilities that I could improve or expand upon as I discover and innovate while actively engaged in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
d. Grow: I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.	I am in the process of learning how to discover and innovate with a growth mindset, developed through experience and reflection.	I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection with the help of my teacher.	I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.	I am proficient and can identify possible areas of growth, not only for myself, but also for my local community or beyond by exploring new innovative products or processes which could require either a patent and/or grant monies to fund the project.

Graduation Proficiency #6. **Engage:** Demonstrate safe, legal, and ethical creating and sharing of knowledge products



independently while engaging in a community of practice and an interconnected world. **(AASL Standard VI. Engage)**

Elementary 3-5

Performance Indicators:

Performance Indicators

a. Think: I can follow ethical and legal guidelines for gathering and using information in my local learning community and beyond.

b. Create: I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.

c. Share: I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.

d. Grow: I can extend my learning by personalizing how I use information and information technologies.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can follow ethical and legal guidelines for gathering and using information in my local learning community and beyond.	I am in the process of learning that I should be following ethical and legal guidelines for gathering and using information in my local learning community and beyond.	I can follow ethical and legal guidelines for gathering and using information in my local learning community and beyond with the help of my teacher.	I can follow ethical and legal guidelines for gathering and using information in my local learning community and beyond.	I am proficient and can demonstrate and inspire others to engage in safe, responsible, ethical, and legal information behaviors while gathering and using information while participating in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.	I am in the process of learning that I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest,	I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem	I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.	I am proficient and can demonstrate that I understand how to ensure that I am giving the correct person credit while using information resources from the internet as I actively engage in personalized, project, and



	curricular topic, or an authentic problem that I am trying.	that I am trying with the help of my teacher.		proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I am in the process of learning that I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond with the help of my teacher.	I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I am proficient and can demonstrate that I understand how to craft a Creative Commons License that will allow my own work to be shared, used, and built upon as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
d. Grow: I can extend my learning by personalizing how I use information and information technologies.	I am in the process of learning that I can extend my learning by personalizing how I use information and information technologies.	I can extend my learning by personalizing how I use information and information technologies with the help of my teacher.	I can extend my learning by personalizing how I use information and information technologies.	I am proficient and can show others how they can personalize their use of these technologies as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.

Graduation Proficiency #1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. (AASL Standard I. Inquire)

Middle School 6-8



Performance Indicators:

Performance Indicators

a. Think: I can use an inquiry-based process to display critical thinking skills when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within, or outside of my learning community.

b. Create: I can engage with new knowledge I have gained by following an inquiry-based process that includes using evidence to investigate my questions, filling any knowledge gaps I may have, and generating products which illustrate my learning.

c. Share: I can adapt, communicate, and exchange my learning product with others in a cycle that includes interacting with content designed and presented by others, providing constructive feedback, and sharing products with an authentic audience.

d. Grow: I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can use an inquiry-based process to display critical thinking skills when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within, or outside of my learning community.	I am in the process of learning to identify the steps of the inquiry-based process I should use to learn about new things, or solve a problem within or outside of my learning community.	With the help of my teacher I can identify a problem(s), develop a strategy for solving the problem(s), and use a minimum of four steps of the inquiry-process that I should follow to learn new things, or when I am trying to solve a problem within or outside of my learning community.	I can identify a problem(s), develop a strategy for solving the problem(s), and use all steps of the inquiry-process that I should follow, when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within my learning community, or outside of my learning community.	I am proficient, and can demonstrate that I can engage in sustained inquiry, by developing new questions, or identifying new problems relevant to the new knowledge I have gained from my inquiry, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can engage with new knowledge I have gained by following an inquiry-based process that includes using evidence to investigate my questions, filling any knowledge gaps I	I am in the process of learning how to find reliable evidence to back up any claims I make and create a plan to fill any gaps of information I may have	With the support of my teacher I can find reliable evidence to back up any claims I make and create a plan to fill any gaps of information I may have, so that I can create a	I can demonstrate how to find reliable evidence to back up any claims I make and create and follow through on a plan to fill any gaps of information I may have, so that I can create a	I am proficient, and did not simply report what others have already learned, rather I used the inquiry process to create my own new knowledge or ideas about the topic I was learning, or



may have, and generating products which illustrate my learning.	when trying to answer the questions in my inquiry about a topic I am learning, or a problem I am trying to solve.	product that shows what I have learned from my inquiry.	product that shows what I have learned from my inquiry.	the problem I was trying to solve, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can adapt, communicate, and exchange my learning product with others in a cycle that includes interacting with content designed and presented by others, providing constructive feedback, and sharing products with an authentic audience.	I am in the process of learning how to interact with content designed and presented by others.	With the support of my teacher I can interact with content provided by others, provide constructive feedback, and act on feedback to improve my own knowledge product, while sharing with an authentic audience.	I can demonstrate that I can interact with content provided by others, provide constructive feedback, and act on feedback to improve my own learning product, while sharing with an authentic audience.	I am proficient and can share with an authentic audience, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
d. Grow: I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.	I am in the process of learning about the idea of sustained inquiry, and how I should continually seek new information and make connections with this new information to my own life; and that I should reflect upon my own learning to help me make decisions based upon this new information.	I am learning how to continually seek new information and make connections with this new information to my own life; and that I should reflect upon my own learning to help me make decisions based upon this new information, with support from my teacher.	I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.	I am proficient and can demonstrate that I can apply sustained inquiry as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.



Graduation Proficiency #2: **Include:** Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. **(AASL Standard II. Include)**

Middle School 6-8

Performance Indicators:

Performance Indicators

a. Think: I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.

b. Create: I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners within my learning community who have a different world perspective than my own.

c. Share: I can exhibit empathy and tolerance for diverse ideas of those in my learning community.

d. Grow: I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.	I am in the process of learning that I need to be able to demonstrate an awareness of the contributions of a range of learners and adopt a balanced perspective toward points of view and opinions expressed in information resources and learning products. In addition, I should be able to describe these understandings to help	I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond, with support from my teacher.	I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.	I am proficient and can demonstrate that I can represent diverse perspectives of others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.



	me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.			
b. Create: I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners within my learning community who have a different world perspective than my own.	I am in the process of learning that I need to interact with learners who reflect a wide range of perspectives, evaluate a variety of perspectives during learning activities, and represent diverse perspectives during learning activities.	I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners within my learning community who have a different world perspective than my own, with support.	I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners within my learning community who have a different world perspective than my own.	I am proficient and can evaluate and represent diverse perspectives of others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can exhibit empathy and tolerance for diverse ideas of those in my learning community.	I am in the process of learning that I should engage in conversation and active debate using authoritative information resources and should contribute to discussions in which multiple viewpoints on a topic are expressed.	I can exhibit empathy and tolerance for diverse ideas of those in my learning community, with help from my teacher, by engaging in conversation and active debate using authoritative information resources and contributing to discussions in which multiple viewpoints on a topic are expressed.	I can exhibit empathy and tolerance for diverse ideas of those in my learning community, by engaging in conversation and active debate using authoritative information resources and contributing to discussions in which multiple viewpoints on a topic are expressed.	I am proficient and can exhibit empathy and tolerance for diverse ideas of others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
d. Grow: I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge	I am in the process of learning that I need to seek interaction with a wide range of learners and demonstrate an	I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about	I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I	I am proficient and can demonstrate a commitment of empathy and respect for diversity, as I actively engage in sustained inquiry



about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	interest in other perspectives during learning activities.	things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond, with support from my teacher.	am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	through personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
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<p>Graduation Proficiency #3: Collaborate: Work effectively with others to broaden perspective and work toward common goals. (AASL Standard III. Collaborate)</p>				
<p>Middle School 6-8</p>				
<p>Performance Indicators: Performance Indicators a. Think: I can develop new understandings by engaging with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community. b. Create: I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community. c. Share: I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community. d. Grow: I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.</p>				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can develop new understandings by engaging with others to	I am in the process of learning that I must demonstrate a desire to	I am in the process of learning that I must demonstrate a desire to	I am in the process of learning that I must demonstrate a desire to	I am proficient and can demonstrate that I must actively participate with



<p>broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.</p>	<p>engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.</p>	<p>engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community, with support from my teacher.</p>	<p>engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.</p>	<p>others in order to work toward common goals, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
<p>b. Create: I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.</p>	<p>I am in the process of learning that I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.</p>	<p>I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community, with support from my teacher.</p>	<p>I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.</p>	<p>I am proficient and can demonstrate that I can use these tools and resources to work with others toward common goals, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
<p>c. Share: I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.</p>	<p>I am in the process of learning how to effectively work with others by soliciting and responding to feedback from others and including diverse perspectives in my inquiry process, when</p>	<p>I can work effectively with others by soliciting and responding to feedback from others and including diverse perspectives in my inquiry process, when learning about a personal interest,</p>	<p>I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.</p>	<p>I am proficient and can demonstrate that I can reflect upon my ability to effectively work with others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and</p>



	learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.	curricular topic, or trying to solve an authentic problem within or outside of my learning community, with support from my teacher.		beyond.
d. Grow: I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.	I am in the process of recognizing that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.	I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community, with support from my teacher.	I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.	I am proficient and can demonstrate that I must adapt my thinking to new ideas and situations, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.

Graduation Proficiency #4 Curate: Curate: Make Meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. (AASL Standard IV. Curate)
Middle School 6-8
<p>Performance Indicators:</p> <p>Performance Indicators</p> <p>a. Think: I can demonstrate that I understand how to act on a need for information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.</p> <p>b. Create: I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.</p> <p>c. Share: I can exchange information resources I have gathered and organized with others in my learning community and beyond.</p>



d. Grow: I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can demonstrate that I understand how to act on a need for information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am in the process of learning that I need to first determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use.	I can determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use with support from my teacher.	I can determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use.	I am proficient and can perform an ongoing analysis of the quality and usefulness of my curated sources of information, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am in the process of learning that there are a set of skills I need to demonstrate when I need to gather and organize relevant, diverse, and authoritative information while in my learning community and beyond.	I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond with the help of my teacher.	I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am proficient and can perform an ongoing analysis of the accuracy of curated resources, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can exchange information resources I have gathered and organized with others in my learning community and beyond.	I am in the process of learning that there are a set of skills I need to use when sharing information resources with others in my learning community and beyond.	I can exchange information resources I have gathered and organized with others in my learning community and beyond with the help of my teacher.	I can exchange information resources I have gathered and organized with others in my learning community and beyond.	I am proficient and can openly communicate curation processes for others to use, interpret, and validate, as I actively engage in personalized, project, and proficiency-based learning opportunities within my



				local learning community and beyond.
d. Grow: I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.	I am in the process of learning that information sources I gather and organize can be of value, not only for myself, but to others in my learning community and beyond.	I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes with the help of my teacher.	I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.	I am proficient and can perform an in-depth reflection on the information sources I have curated by creating an annotated bibliography to help others understand how the information can help them, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.

<p>Graduation Proficiency #5: Explore: Discover and innovate in a growth mindset developed through experience and reflection. (AASL Standard V. Explore)</p>
<p>Middle School 6-8</p>
<p>Performance Indicators: Performance Indicators a. Think: I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate. b. Create: I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection. c. Share: I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.</p>



d. Grow: I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I am in the process of learning how to develop and satisfy my own personal curiosity about something that interests me about a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate with the help of my teacher.	I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I am proficient and can engage in a process where I can determine gaps of knowledge, as I engage in an inquiry-based process to discover and innovate when participating in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection.	I am in the process of learning how to construct new knowledge by problem-solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection.	I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection with the help of my teacher.	I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection.	I am proficient and can iteratively respond to challenges as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.	I am learning that I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an	I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved	I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.	I am proficient and can define skills and capabilities that I could improve or expand upon as I discover and innovate while actively engaged in personalized, project, and proficiency-based learning opportunities within my

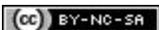


	authentic problem that needs to be solved.	with the help of my teacher.		local learning community and beyond.
d. Grow: I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.	I am in the process of learning how to discover and innovate with a growth mindset, developed through experience and reflection.	I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection with the help of my teacher.	I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.	I am proficient and can identify possible areas of growth, not only for myself, but also for my local community or beyond by exploring new innovative products or processes which could require either a patent and/or grant monies to fund the project.

Graduation Proficiency #6. Engage: Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. (AASL Standard VI. Engage)				
Middle School 6-8				
Performance Indicators: Performance Indicators a. Think: I can follow ethical and legal guidelines for gathering and using information in my local learning community and beyond. b. Create: I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying. c. Share: I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond. d. Grow: I can extend my learning by personalizing how I use information and information technologies.				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can follow ethical and legal guidelines	I am in the process of learning that I should be	I can follow ethical and legal guidelines for	I can follow ethical and legal guidelines for	I am proficient and can demonstrate and inspire



for gathering and using information in my local learning community and beyond.	following ethical and legal guidelines for gathering and using information in my local learning community and beyond.	gathering and using information in my local learning community and beyond with the help of my teacher.	gathering and using information in my local learning community and beyond.	others to engage in safe, responsible, ethical, and legal information behaviors while gathering and using information while participating in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.	I am in the process of learning that I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.	I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying with the help of my teacher.	I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.	I am proficient and can demonstrate that I understand how to ensure that I am giving the correct person credit while using information resources from the internet as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I am in the process of learning that I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond with the help of my teacher.	I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I am proficient and can demonstrate that I understand how to craft a Creative Commons License that will allow my own work to be shared, used, and built upon as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.

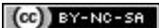


d. Grow: I can extend my learning by personalizing how I use information and information technologies.	I am in the process of learning that I can extend my learning by personalizing how I use information and information technologies.	I can extend my learning by personalizing how I use information and information technologies with the help of my teacher.	I can extend my learning by personalizing how I use information and information technologies.	I am proficient and can show others how they can personalize their use of these technologies as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
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Graduation Proficiency #1: Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems. (AASL Standard I. Inquire)				
High School 9-12				
<p>Performance Indicators:</p> <p>Performance Indicators</p> <p>a. Think: I can use an inquiry-based process to display critical thinking skills when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within, or outside of my learning community.</p> <p>b. Create: I can engage with new knowledge I have gained by following an inquiry-based process that includes using evidence to investigate my questions, filling any knowledge gaps I may have, and generating products which illustrate my learning.</p> <p>c. Share: I can adapt, communicate, and exchange my learning product with others in a cycle that includes interacting with content designed and presented by others, providing constructive feedback, and sharing products with an authentic audience.</p> <p>d. Grow: I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.</p>				
Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>



<p>a. Think: I can use an inquiry-based process to display critical thinking skills when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within, or outside of my learning community.</p>	<p>I am in the process of learning to identify the steps of the inquiry-based process I should use to learn about new things, or solve a problem within or outside of my learning community.</p>	<p>With the help of my teacher I can identify a problem(s), develop a strategy for solving the problem(s), and use a minimum of four steps of the inquiry-process that I should follow to learn new things, or when I am trying to solve a problem within or outside of my learning community.</p>	<p>I can identify a problem(s), develop a strategy for solving the problem(s), and use all steps of the inquiry-process that I should follow, when learning about something I am personally interested in or specific curricular topic; or when trying to solve an authentic problem within my learning community, or outside of my learning community.</p>	<p>I am proficient, and can demonstrate that I can engage in sustained inquiry, by developing new questions, or identifying new problems relevant to the new knowledge I have gained from my inquiry, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
<p>b. Create: I can engage with new knowledge I have gained by following an inquiry-based process that includes using evidence to investigate my questions, filling any knowledge gaps I may have, and generating products which illustrate my learning.</p>	<p>I am in the process of learning how to find reliable evidence to back up any claims I make and create a plan to fill any gaps of information I may have when trying to answer the questions in my inquiry about a topic I am learning, or a problem I am trying to solve.</p>	<p>With the support of my teacher I can find reliable evidence to back up any claims I make and create a plan to fill any gaps of information I may have, so that I can create a product that shows what I have learned from my inquiry.</p>	<p>I can demonstrate how to find reliable evidence to back up any claims I make and create and follow through on a plan to fill any gaps of information I may have, so that I can create a product that shows what I have learned from my inquiry.</p>	<p>I am proficient, and did not simply report what others have already learned, rather I used the inquiry process to create my own new knowledge or ideas about the topic I was learning, or the problem I was trying to solve, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>



<p>c. Share: I can adapt, communicate, and exchange my learning product with others in a cycle that includes interacting with content designed and presented by others, providing constructive feedback, and sharing products with an authentic audience.</p>	<p>I am in the process of learning how to interact with content designed and presented by others.</p>	<p>With the support of my teacher I can interact with content provided by others, provide constructive feedback, and act on feedback to improve my own knowledge product, while sharing with an authentic audience.</p>	<p>I can demonstrate that I can interact with content provided by others, provide constructive feedback, and act on feedback to improve my own learning product, while sharing with an authentic audience.</p>	<p>I am proficient and can share with an authentic audience, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
<p>d. Grow: I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.</p>	<p>I am in the process of learning about the idea of sustained inquiry, and how I should continually seek new information and make connections with this new information to my own life; and that I should reflect upon my own learning to help me make decisions based upon this new information.</p>	<p>I am learning how to continually seek new information and make connections with this new information to my own life; and that I should reflect upon my own learning to help me make decisions based upon this new information, with support from my teacher.</p>	<p>I can participate in an ongoing inquiry-based process by continually seeking new knowledge, engaging in sustained inquiry, enacting new understanding through real-world connections, and reflecting upon my learning to guide me through any informed decisions I make.</p>	<p>I am proficient and can demonstrate that I can apply sustained inquiry as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>

<p>Graduation Proficiency #2: Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community. (AASL Standard II. Include)</p>
<p style="text-align: center;">High School 9-12</p>
<p>Performance Indicators:</p>



Performance Indicators

a. Think: I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.

b. Create: I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners within my learning community who have a different world perspective than my own.

c. Share: I can exhibit empathy and tolerance for diverse ideas of those in my learning community.

d. Grow: I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.	I am in the process of learning that I need to be able to demonstrate an awareness of the contributions of a range of learners and adopt a balanced perspective toward points of view and opinions expressed in information resources and learning products. In addition, I should be able to describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.	I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond, with support from my teacher.	I can demonstrate my understanding of how to access various points of view and opinions and can describe these understandings to help me develop and uphold a commitment and respect for inclusiveness in my learning community and beyond.	I am proficient and can demonstrate that I can represent diverse perspectives of others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners	I am in the process of learning that I need to interact with learners who reflect a wide range of perspectives, evaluate a variety of	I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners	I can become more aware of the opinions and points of view of others, by evaluating and representing diverse perspectives of learners	I am proficient and can evaluate and represent diverse perspectives of others, as I actively engage in personalized, project, and



within my learning community who have a different world perspective than my own.	perspectives during learning activities, and represent diverse perspectives during learning activities.	within my learning community who have a different world perspective than my own, with support.	within my learning community who have a different world perspective than my own.	proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can exhibit empathy and tolerance for diverse ideas of those in my learning community.	I am in the process of learning that I should engage in conversation and active debate using authoritative information resources and should contribute to discussions in which multiple viewpoints on a topic are expressed.	I can exhibit empathy and tolerance for diverse ideas of those in my learning community with the help of my teacher.	I can exhibit empathy and tolerance for diverse ideas of those in my learning community.	I am proficient and can exhibit empathy and tolerance for diverse ideas of others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
d. Grow: I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am in the process of learning that I need to seek interaction with a wide range of learners and demonstrate an interest in other perspectives during learning activities.	I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond, with support from my teacher.	I can demonstrate a commitment of empathy and respect for diversity, as I learn and construct new knowledge about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am proficient and can demonstrate a commitment of empathy and respect for diversity, as I actively engage in sustained inquiry through personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.

Graduation Proficiency #3: **Collaborate:** Work effectively with others to broaden perspective and work toward common goals.
(AASL Standard III. Collaborate)

High School 9-12



Performance Indicators:

Performance Indicators

a. Think: I can develop new understandings by engaging with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.

b. Create: I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.

c. Share: I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.

d. Grow: I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can develop new understandings by engaging with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	I am in the process of learning that I must demonstrate a desire to engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	I am in the process of learning that I must demonstrate a desire to engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community, with support from my teacher.	I am in the process of learning that I must demonstrate a desire to engage with others to broaden and deepen my understanding of a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	I am proficient and can demonstrate that I must actively participate with others in order to work toward common goals, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to	I am in the process of learning that I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new	I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when	I can use a variety of communication tools and resources as I establish connections with other learners to build upon our prior knowledge, with the goal of creating new knowledge in regard to a personal interest, curricular topic, or when trying to	I am proficient and can demonstrate that I can use these tools and resources to work with others toward common goals, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and



solve an authentic problem within or outside of my learning community.	knowledge in regard to a personal interest, curricular topic, or when trying to solve an authentic problem within or outside of my learning community.	trying to solve an authentic problem within or outside of my learning community, with support from my teacher.	solve an authentic problem within or outside of my learning community.	beyond.
c. Share: I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.	I am in the process of learning how to effectively work with others by soliciting and responding to feedback from others and including diverse perspectives in my inquiry process, when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.	I can work effectively with others by soliciting and responding to feedback from others and including diverse perspectives in my inquiry process, when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community, with support from my teacher.	I can work effectively with others when learning about a personal interest, curricular topic, or trying to solve an authentic problem within or outside of my learning community.	I am proficient and can demonstrate that I can reflect upon my ability to effectively work with others, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
d. Grow: I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.	I am in the process of recognizing that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.	I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community, with support from my teacher.	I can recognize that learning is a social responsibility and that I must actively participate with others in order to work toward common goals within or outside of my learning community.	I am proficient and can demonstrate that I must adapt my thinking to new ideas and situations, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.



Graduation Proficiency #4 Curate: **Curate:** Make Meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance. **(AASL Standard IV. Curate)**

High School 9-12

Performance Indicators:

Performance Indicators

a. Think: I can demonstrate that I understand how to act on a need for information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.

b. Create: I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.

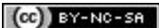
c. Share: I can exchange information resources I have gathered and organized with others in my learning community and beyond.

d. Grow: I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can demonstrate that I understand how to act on a need for information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	I am in the process of learning that I need to first determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use.	I can determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use with support from my teacher.	I can determine my need to gather information, identify possible sources of information, and make critical choices about the sources of information to use.	I am proficient and can perform an ongoing analysis of the quality and usefulness of my curated sources of information, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative	I am in the process of learning that there are a set of skills I need to demonstrate when I need to gather and	I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I	I can demonstrate the skills I need to gather and organize relevant, diverse, and authoritative information about things I	I am proficient and can perform an ongoing analysis of the accuracy of curated resources, as I actively engage in personalized,



information about things I am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	organize relevant, diverse, and authoritative information while in my learning community and beyond.	am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond with the help of my teacher.	am interested in learning, curricular topics, or problems that need to be solved within my learning community and beyond.	project, and proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can exchange information resources I have gathered and organized with others in my learning community and beyond.	I am in the process of learning that there are a set of skills I need to use when sharing information resources with others in my learning community and beyond.	I can exchange information resources I have gathered and organized with others in my learning community and beyond with the help of my teacher.	I can exchange information resources I have gathered and organized with others in my learning community and beyond.	I am proficient and can openly communicate curation processes for others to use, interpret, and validate, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
d. Grow: I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.	I am in the process of learning that information sources I gather and organize can be of value, not only for myself, but to others in my learning community and beyond.	I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes with the help of my teacher.	I can demonstrate that I understand how others in my learning community and beyond can use the information resources I have gathered and organized for their own purposes.	I am proficient and can perform an in-depth reflection on the information sources I have curated by creating an annotated bibliography to help others understand how the information can help them, as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.



Graduation Proficiency #5: **Explore:** Discover and innovate in a growth mindset developed through experience and reflection.
(AASL Standard V. Explore)

High School 9-12

Performance Indicators:

Performance Indicators

a. Think: I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.

b. Create: I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection.

c. Share: I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.

d. Grow: I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
a. Think: I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I am in the process of learning how to develop and satisfy my own personal curiosity about something that interests me about a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate with the help of my teacher.	I can develop and satisfy my own personal curiosity about something that interests me, a curricular topic, or an authentic problem that needs to be solved, by engaging in an inquiry-based process to discover and innovate.	I am proficient and can engage in a process where I can determine gaps of knowledge, as I engage in an inquiry-based process to discover and innovate when participating in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
b. Create: I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of	I am in the process of learning how to construct new knowledge by problem-solving through	I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in	I can construct new knowledge by problem solving through persistent, self-directed pursuits as I engage in the cycles of	I am proficient and can iteratively respond to challenges as I actively engage in personalized, project, and



design, implementation, and reflection.	persistent, self-directed pursuits as I engage in the cycles of design, implementation, and reflection.	the cycles of design, implementation, and reflection with the help of my teacher.	design, implementation, and reflection.	proficiency-based learning opportunities within my local learning community and beyond.
c. Share: I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.	I am learning that I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.	I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved with the help of my teacher.	I can engage with my learning community and beyond as I discover and innovate, in regard to something that interests me, a curricular topic, or an authentic problem that needs to be solved.	I am proficient and can define skills and capabilities that I could improve or expand upon as I discover and innovate while actively engaged in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
d. Grow: I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.	I am in the process of learning how to discover and innovate with a growth mindset, developed through experience and reflection.	I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection with the help of my teacher.	I can demonstrate the skills that are required of me to discover and innovate with a growth mindset, developed through experience and reflection.	I am proficient and can identify possible areas of growth, not only for myself, but also for my local community or beyond by exploring new innovative products or processes which could require either a patent and/or grant monies to fund the project.

Graduation Proficiency #6. **Engage:** Demonstrate safe, legal, and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world. **(AASL Standard VI. Engage)**



High School 9-12

Performance Indicators:

Performance Indicators

a. Think: I can follow ethical and legal guidelines for gathering and using information in my local learning community and beyond.

b. Create: I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.

c. Share: I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.

d. Grow: I can extend my learning by personalizing how I use information and information technologies.

Performance Indicator	<i>Getting Started</i>	<i>Making Progress</i>	<i>Proficient</i>	<i>Going Beyond</i>
<p>a. Think: I can follow ethical and legal guidelines for gathering and using information in my local learning community and beyond.</p>	<p>I am in the process of learning that I should be following ethical and legal guidelines for gathering and using information in my local learning community and beyond.</p>	<p>I can follow ethical and legal guidelines for gathering and using information in my local learning community and beyond with the help of my teacher.</p>	<p>I can follow ethical and legal guidelines for gathering and using information in my local learning community and beyond.</p>	<p>I am proficient and can demonstrate and inspire others to engage in safe, responsible, ethical, and legal information behaviors while gathering and using information while participating in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.</p>
<p>b. Create: I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.</p>	<p>I am in the process of learning that I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an</p>	<p>I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying with the help of my teacher.</p>	<p>I can ethically use, reproduce, and respect the intellectual property of others, as I create new knowledge products about a personal interest, curricular topic, or an authentic problem that I am trying.</p>	<p>I am proficient and can demonstrate that I understand how to ensure that I am giving the correct person credit while using information resources from the internet as I actively engage in personalized, project, and proficiency-based learning opportunities within my</p>



	authentic problem that I am trying.			local learning community and beyond.
c. Share: I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I am in the process of learning that I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond with the help of my teacher.	I can responsibly, ethically, and legally share my new knowledge products with my learning community and beyond.	I am proficient and can demonstrate that I understand how to craft a Creative Commons License that will allow my own work to be shared, used, and built upon as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.
d. Grow: I can extend my learning by personalizing how I use information and information technologies.	I am in the process of learning that I can extend my learning by personalizing how I use information and information technologies.	I can extend my learning by personalizing how I use information and information technologies with the help of my teacher.	I can extend my learning by personalizing how I use information and information technologies.	I am proficient and can show others how they can personalize their use of these technologies as I actively engage in personalized, project, and proficiency-based learning opportunities within my local learning community and beyond.

