



future9

COMPETENCIES

Measuring the learning that matters.



THE COMPLETE FRAMEWORK



At the heart of the Future9 is the belief that every young person deserves the opportunity, not only to prepare for a complex and rapidly changing world, but to help shape it.

The Future9 Competencies are a roadmap to future readiness. They define nine essential skill sets for preparing young people to navigate and shape our future world – inspired by the voices and perspectives of students, researchers, employers, parents and caregivers, postsecondary institutions, and over a decade of our own research and field work alongside educators.

We heard young people ask for learning experiences that were more meaningful and relevant to their future goals. We heard state leaders say they needed a more equitable and actionable way to measure progress toward their Profile of a Graduate. We heard educators struggling to prioritize among hundreds of age-based learning standards, without ways to locate where learners actually are that weren't punitive, or that didn't require them to build the tools from scratch. We heard school counselors express concerns that the socio-emotional learning needs of students were invisible from academic standard frameworks. We heard parents wish for more assurance that their kids would graduate with the skills and opportunities to build a good life, navigate hardships with resilience, and be productive, contributing members of their community.

These are some of the needs and hopes that shaped the Future9 Competencies into a whole-learner, trans-disciplinary, outcomes-driven framework for learning design, assessment, growth measurement and reporting.

You'll find in this framework, not only a big-picture vision for future readiness, but a concrete set of ready-to-use skill progressions that will help you prioritize and measure the learning that matters most. The framework offers clear outcomes for future readiness, with six developmental stages for charting the path. While there's no single, linear pathway for building competency, the skill progressions within this framework use strengths-based, student-friendly language to help learners approximate where they are, see visible evidence of their growth, and connect daily learning to future-readiness goals.

To educators everywhere: Whether you're defining learning targets and building rubrics in your classroom, calibrating an entire faculty on success criteria for cross-disciplinary skill development, mapping district-level assessment goals, or working to make a Profile of a Graduate actionable and measurable, the Future9 are for you – a free, open resource to help you realize your vision for equitable, future-ready learning for all.

A handwritten signature in white ink, reading "Schaeff", set against a dark purple background.

Sydney Schaeff, Ed.D., M.B.A.

LEAD ARCHITECT, FUTURE9 COMPETENCIES
reDesign

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take to the classroom?*

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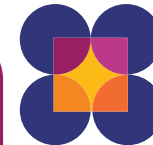
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How to read the Future9 Competencies Framework

Overall Document Organization

The Future9 Competencies framework is made up of nine sections, one for each Future9 competency, and organized alphabetically. Each competency is introduced with a cover page that includes the competency title, the competency statement, and a list of research-informed skills that are essential to the competency. Each competency is made up of between 3-6 essential skills. Following the competency cover page, you'll find one page for each skill progression. The framework concludes with a bibliography of sources that informed the development of the framework.

Understanding the Future9 Skill Progressions

Each Future9 Competency includes skill progressions that are designed to support learning design, assessment, growth measurement and reporting. Each skill progression has six developmental stages that describe what the skill looks like as one grows from early learning (or novice) to “future ready” (or expert/model). Each stage builds on the foundation of knowledge and skills laid in the previous stage, and toward incrementally higher levels of ability as learners advance toward the desired outcome of future ready.

The skill progression levels do not correspond to grade levels, but to developmental stages informed by research, user feedback, and life wisdom. Six levels were chosen after field-testing and user feedback because it represented the “sweet spot” in which there were both meaningful distinctions between skill levels and reasonable growth milestones for learners. Fewer levels resulted in larger leaps between stages. More levels resulted in either less delineated levels, or the inclusion of untested, more granular claims about skill development that we believe would have undermined the flexibility, integrity, and usability of the progressions.

Using the Future9 Skill Progressions

The skill progressions can serve many purposes; they represent where the “rubber meets the road” in applying the Future9 Competencies to learning design, assessment, measurement, and reporting.

Learners can use segments of the skill progressions, or indicators from a particular target level, for such learning activities as: goal-setting, reflection, self-assessment, scoring work, giving feedback to others, tracking one's growth, curating or defending a portfolio of work, or choosing learning experiences or pathways.

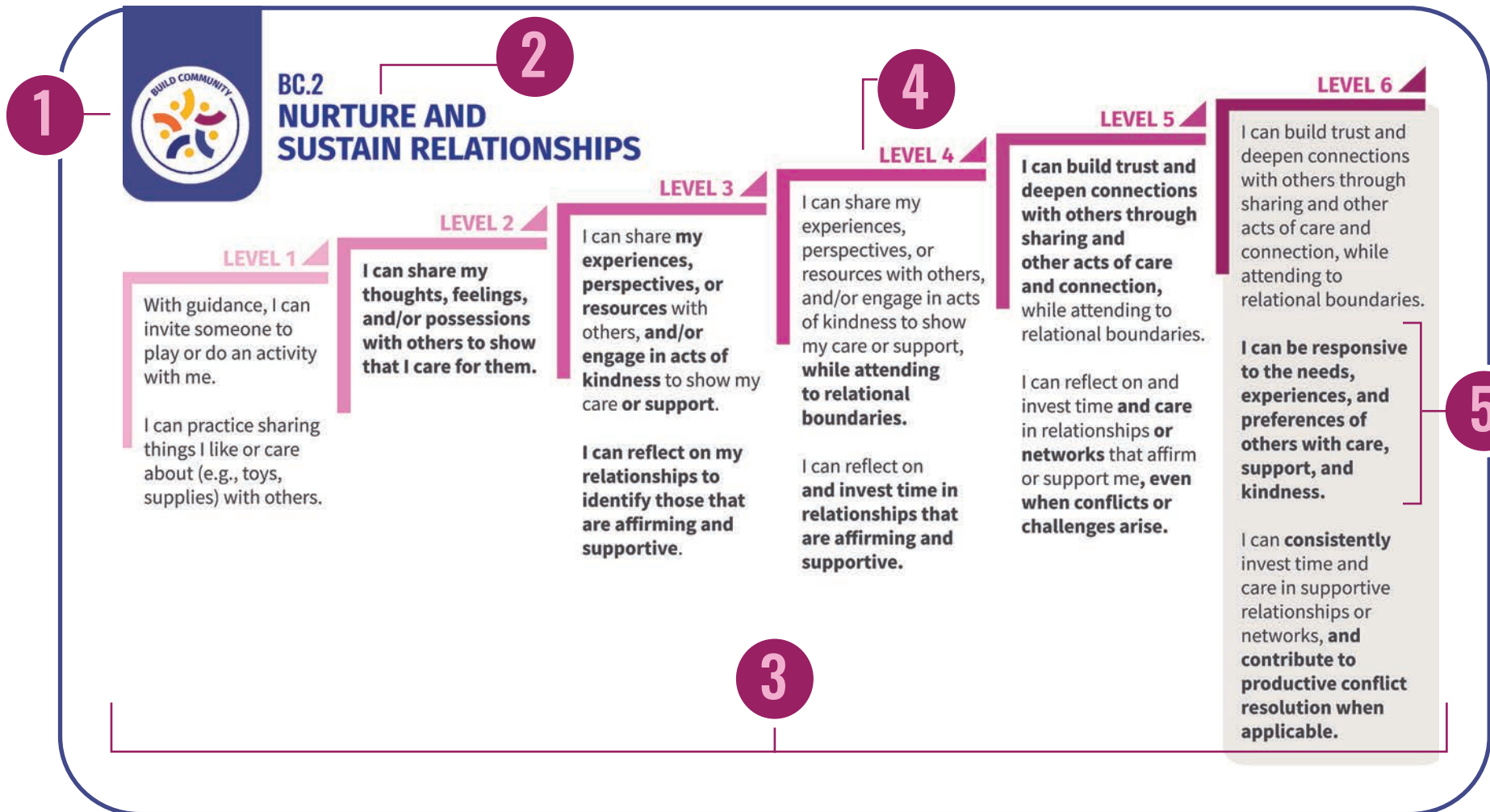
Learning designers can use the framework in many ways, including: program, course, and unit outcome articulation; learning target development; lesson or learning experience design; formative assessment design; rubric development or other assessment tool development (e.g., success criteria, checklists); assessment design and validation; and calibration with other learning designers, among others.

At a systems level, the competencies and skill progressions can be used to inform the design and implementation of models, programs, or tools for setting and measuring progress toward learning outcomes—regardless of age or grade level, subject area, or learning context (e.g., classroom, after-school program, internship)—creating the opportunity for high levels of alignment, consistency, and integrity across large teams or learning systems.

For additional guidance or support
in implementing competency-based learning models, or the Future9
Competencies specifically, learn more at www.redesignu.org/future9.

The Anatomy of a Future9 Competency

Each Future9 **competency (1)** is made up of a research-informed set of essential **skills (2)** for future readiness, each with its own developmental **progression (3)** that defines learning stages from early learner (or novice) to future ready (expert/model). Each **performance level (4)** represents a milestone for skill development, and includes **indicators (5)** — observable, measurable descriptors of the skill in action—to support learning, assessment, feedback, reflection, progress monitoring, and growth measurement.



COMPETENCY STATEMENTS



BUILD COMMUNITY

I can **nurture my relationships** and **connections** with others to **build** and **sustain my community**.



DESIGN SOLUTIONS

I can **identify challenges** in the world around me and **design ways** to **address them**.



ENGAGE IN INQUIRY

I can **pursue answers** to **meaningful questions** through **primary** and **secondary research**.



EXPRESS IDEAS

I can **develop** and **communicate** my **ideas** with **purpose** and **clarity**.



LEARN INTERDEPENDENTLY

I can **lead my own learning** while **collaborating with** and **contributing** to the **learning of others**.



NAVIGATE CONFLICT

I can **process my feelings**, **attune** to **others**, and **contribute** to **constructive resolution**.



READ THE WORLD

I can **engage** with **diverse ideas** and a **range of media** to **understand** and **critically examine** the world around **me**.



REASON QUANTITATIVELY

I can **reason through**, **represent**, and **communicate mathematical problems** and **approaches** to **solving them**.



SUSTAIN WELLNESS

I can **develop practices** to **support my own well-being**, **embrace difference**, and **foster intercultural competence**.



build COMMUNITY

I can **nurture my relationships** and **connections with others** to build and sustain my community.

- BC.1 | *Build networks*
- BC.2 | *Nurture and sustain relationships*
- BC.3 | *Advocate for myself and others*
- BC.4 | *Develop as a multilingual*





BC.1 BUILD NETWORKS

LEVEL 1

With guidance, I can learn and practice ways to get to know someone I have never met.

LEVEL 2

I can try out a way to meet new people or learn new things.

I can identify a group that cares about something that matters to me.

I can ask for help with something I'm doing or making.

LEVEL 3

I can try out a new way to meet new people or grow my current relationships.

I can identify organizations or groups involved in issues or topics that matter to me, in order to start building a network.

I can try out strategies for getting help from a more knowledgeable person (e.g., a teacher, a peer, a tutor).

LEVEL 4

I can engage in experiences to meet new people and/or grow my current relationships.

I can prepare for networking opportunities by doing research in advance.

I can practice initiating connections with people who could help expand my access to opportunities that support my goals.

LEVEL 5

I can engage in experiences to meet new people, **explore interests or opportunities**, and/or grow my current relationships.

I can prepare for networking opportunities through research and intention-setting (e.g., make a new connection, learn more about something).

I can initiate connections with people who could help expand my access to opportunities that support my goals.

LEVEL 6

I can engage in experiences to form new and **diverse connections**, explore interests or opportunities, and grow my current relationships.

I can maximize networking opportunities through research, intention-setting, **preparing my contributions, and following up** (where appropriate).

I can build and reflect on routines for engaging with available resources for expert or knowledgeable help.

I can initiate and sustain connections with people who could help expand my access to opportunities that support my goals.



BC.2 NURTURE AND SUSTAIN RELATIONSHIPS

LEVEL 1

With guidance, I can invite someone to play or do an activity with me.

I can practice sharing things I like or care about (e.g., toys, supplies) with others.

LEVEL 2

I can share my thoughts, feelings, and/or possessions with others to show that I care for them.

LEVEL 3

I can share my experiences, perspectives, or resources with others, and/or engage in acts of kindness to show my care or support.

I can reflect on my relationships to identify those that are affirming and supportive.

LEVEL 4

I can share my experiences, perspectives, or resources with others, and/or engage in acts of kindness to show my care or support, while attending to relational boundaries.

I can reflect on and invest time in relationships that are affirming and supportive.

LEVEL 5

I can build trust and deepen connections with others through sharing and other acts of care and connection, while attending to relational boundaries.

I can reflect on and invest time and care in relationships or networks that affirm or support me, even when conflicts or challenges arise.

LEVEL 6

I can build trust and deepen connections with others through sharing and other acts of care and connection, while attending to relational boundaries.

I can be responsive to the needs, experiences, and preferences of others with care, support, and kindness.

I can consistently invest time and care in supportive relationships or networks, and contribute to productive conflict resolution when applicable.





BC.3 ADVOCATE FOR MYSELF AND OTHERS

LEVEL 1

With guidance, I can ask for help when I need it.

With guidance, I can recognize when other people may need or want help.

LEVEL 2

I can ask for help when I need it.

With guidance, I can recognize when other people may need or want help, **and I can learn and practice ways to offer help.**

LEVEL 3

I can notice when I need help and **be specific about the kind of help I need.**

With guidance, I can identify what I need in order to fully engage in an experience.

With guidance, **I can ask others what they need in order to be able to fully engage in an experience.**

LEVEL 4

I can notice when I need help and be specific about the kind of help I need.

I can identify what I need in order to fully engage in an experience, **and I can choose a way to express myself or ask for what I need.**

I can use observation, reflection, and listening to identify others' needs.

LEVEL 5

I can notice when I need help, be specific about the kind of help I need, **and identify sources of help.**

I can identify what I need in order to fully engage in an experience and I can choose a way to express myself **when my needs or interests are not being met.**

I can use observation, reflection, and listening to identify the needs of others, **and I can take steps to help.**

LEVEL 6

I can notice when I need help, be specific about the kind of help I need, and identify **and pursue** sources of help.

I can express my needs, values, or rights, and uphold my boundaries, even when it may be difficult for me.

I can advocate for others when I perceive that their needs, values, and/or rights are not being respected, ensuring that their voices are heard.



BC.4 DEVELOP AS A MULTILINGUAL

LEVEL 1

I can tell someone about a basic need that I have.

I can answer simple questions about a familiar topic (e.g., daily life), using words I've memorized.

LEVEL 2

I can ask and respond to a variety of simple, common questions on a familiar topic, using words and phrases I've practiced and memorized.

I can tell someone about a range of basic needs that I have.

LEVEL 3

I can share and request basic information about everyday life, using both practiced and original sentences.

I can talk about a range of familiar needs or wants that I have, using simple sentences.

LEVEL 4

I can share and request detailed information or explanations about familiar or researched topics, using original sentences.

I can ask related follow-up questions and use strategies (e.g., restate, rephrase, seek clarification, use context clues) to support my understanding.

I can use details to communicate about a range of familiar or common needs or wants that I have, or that others have, using sentences and sentence series.

LEVEL 5

I can share and request detailed information or explanations about ideas, events, or situations across time frames, using complex sentences.

I can ask related follow-up questions and use strategies to support my understanding, and to maintain the conversation.

I can discuss and/or write about interest-based or researched topics that extend beyond daily life, using simple paragraphs and domain-specific vocabulary.

I can fluently express my needs, opinions, or preferences, and respond to those of others, in a familiar situation, while adapting my approach to fit the cultural context.

LEVEL 6

I can share and request detailed information, negotiate, or engage with diverse points of view related to ideas, events, or situations across time frames.

I can maintain conversation on complex topics (e.g., social, professional, spiritual, academic) with others, using advanced vocabulary and language tailored to the cultural context.

I can respond to an unexpected complication effectively and confidently.

I can fluently express my needs, opinions, or preferences, and respond to those of others, in complex or novel situations, while adapting my approach to the cultural context.



The logo features a stylized graphic of three overlapping curved shapes in orange, purple, and blue, with two small white stars above them.

design SOLUTIONS

I can **identify challenges** in the world around me and **design ways to address them.**

- DS.1 *Define and explore a design challenge*
- DS.2 *Use models or prototypes to test ideas*
- DS.3 *Test and iterate*





DS.1 DEFINE AND EXPLORE A DESIGN CHALLENGE

LEVEL 1

With guidance, I can notice and describe something that isn't working well or that I think could work better.

With guidance, I can ask questions to better understand the problem or challenge.

LEVEL 2

I can **identify** a problem or design challenge that is interesting or important to me.

With guidance, I can **ask questions and/or explore information to better understand the need or opportunity.**

I can share ideas for how a solution could help people, animals, and/or the natural world.

LEVEL 3

I can **identify and define** a problem or design challenge that is interesting or important to me **or to others in my community.**

I can gather information to better understand the need or opportunity (e.g., Who or what is affected? What has already been tried? How long has this been a challenge?).

I can create design criteria for a successful solution that considers those affected by the challenge.

LEVEL 4

I can identify and define a problem or design challenge and **explain its significance for those most impacted.**

I can gather information to understand the problem **and its context from multiple perspectives, and I can define key design constraints** (e.g., costs, timelines, materials available, ethical or legal considerations).

I can create design criteria for a successful solution **that includes the perspectives** (e.g., needs, desires, preferences, culture, values) of those affected by the challenge.

LEVEL 5

I can identify, define, **and/or reframe** a problem or design challenge and explain its significance for those most impacted.

I can gather, **record, and analyze information, including original user experience data**, to understand the problem and its context from multiple perspectives, and to define key design constraints.

I can create design criteria for a successful solution that **prioritizes** the perspectives of those most affected by the challenge.

LEVEL 6

I can identify, define, and/or reframe a **complex** problem or design challenge and explain its significance for those most impacted.

I can gather, record, and analyze information, including original user experience data, to help me understand **the context, causes, and contributing factors from multiple perspectives**, and to define key design constraints.

I can create design criteria for a successful solution that prioritizes the perspectives of those most affected by the challenge, **and seek stakeholder feedback on my criteria.**



DS.2 USE MODELS OR PROTOTYPES TO TEST IDEAS

LEVEL 1

With guidance, I can share ideas for solving the problem, and pick one idea to try.

With guidance, I can help build a prototype or model for a solution.

LEVEL 2

I can come up with a list of possible solutions.

I can select one idea from the list that I am most interested in testing out.

With others, I can build one prototype or model to test the idea.

LEVEL 3

I can generate a list of possible solutions, **from practical to seemingly impossible**.

I can select one testable idea, **taking into consideration design criteria and constraints** (e.g., time, resources, specialized knowledge or skills).

I can build a prototype or model **that meets most or all of my design criteria**.

LEVEL 4

I can use divergent thinking strategies (e.g., mapping, visualizing, scenario-building) to come up with a diverse set of possible solutions.

I can select one testable idea, taking into consideration design criteria and constraints.

I can build a prototype or model that meets my design criteria and constraints, **drawing on additional research or mentorship support as needed**.

LEVEL 5

I can use divergent thinking strategies to come up with a diverse set of possible solutions.

I can select several ideas to test **with input from multiple stakeholders**, while attending to my design criteria and constraints.

I can build multiple prototypes or models that meet my design criteria and constraints, **and enable me to test or study different variables that impact the design**.

LEVEL 6

Working alone or with others, **I can use and/or facilitate idea generation processes and strategies** to generate a diverse set of possible solutions.

I can select several ideas to test with input from multiple stakeholders, while attending to my design criteria and constraints **as well as ethical, legal, and cultural considerations**.

I can build multiple prototypes or models that meet my design criteria and constraints and enable me to test or study different variables that impact the design **and its efficacy**.





DS.2 TEST AND ITERATE

LEVEL 1

With guidance, I can test a model or prototype to see how it works.

With guidance, I can come up with ideas about how to improve its design.

LEVEL 2

I can test my prototype or model **and record my results.**

I can identify one important change that would improve my design, based on what I learned through testing.

LEVEL 3

I can test my prototype or model **and record detailed data and/or results.**

I can engage in an **improvement cycle to improve one aspect of my design.**

LEVEL 4

I can test my prototype or model **through various use cases relevant to my design criteria**, and record detailed data and/or results.

I can engage in an improvement cycle **that includes user feedback to eliminate one or more significant flaws and/or limitations.**

LEVEL 5

I can test my prototype or model through various use cases relevant to my design criteria, and record detailed data, results, **and key insights.**

I can engage in multiple improvement cycles that include user feedback to **enhance the design and/or eliminate significant flaws or limitations.**

I can discuss the viability of my prototype and its potential for further development, considering design criteria and constraints.

LEVEL 6

I can test my prototype or model through various use cases relevant to my design criteria, and record detailed data, results, and key insights.

I can engage in multiple improvement cycles that include user feedback to enhance the design and/or eliminate significant flaws or limitations, **gathering input from key stakeholders and/or experts with relevant specialized knowledge or skills.**

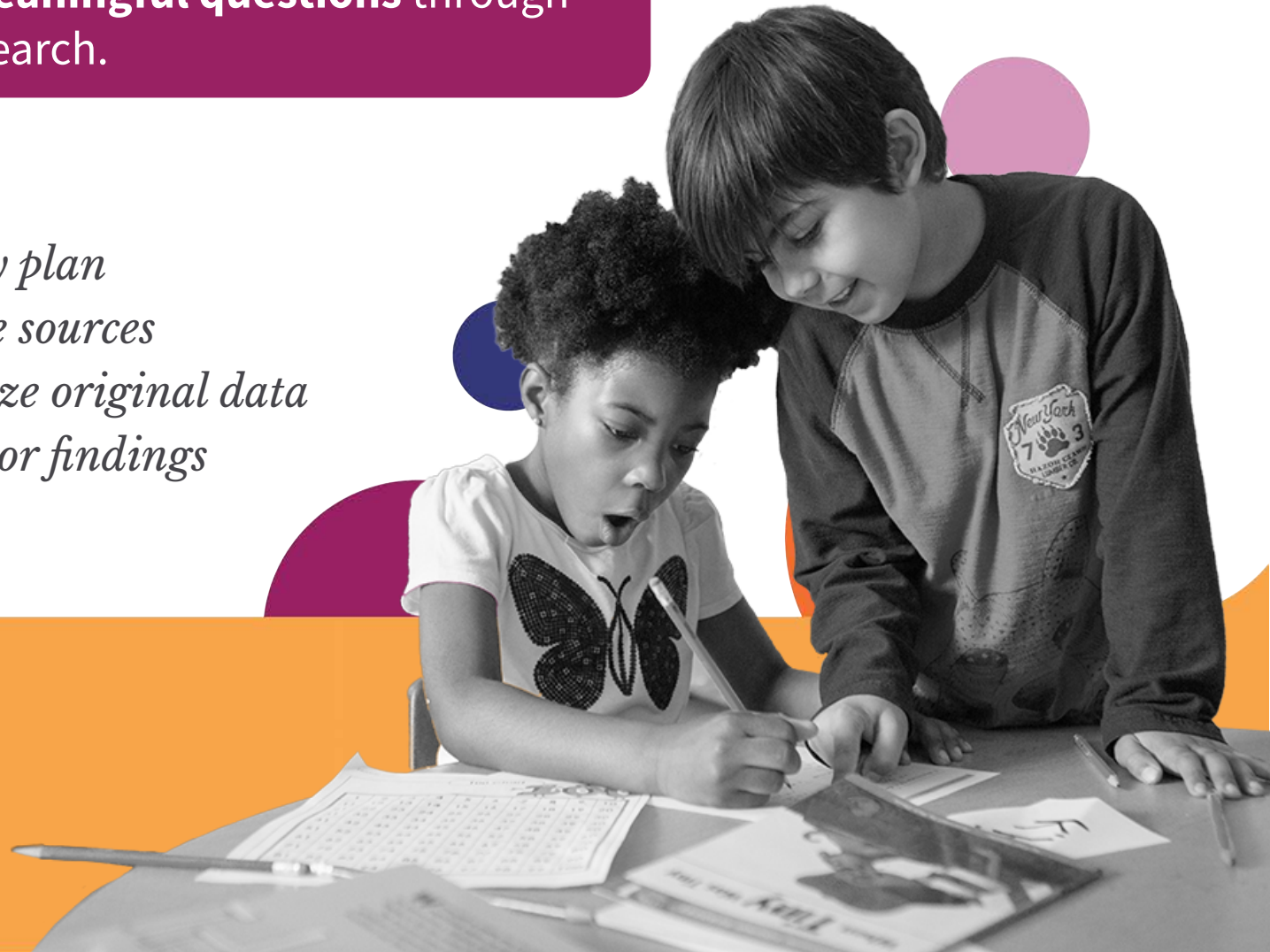
I can discuss the viability of my prototype and its potential for further development, considering design criteria and constraints **and insights derived from testing, iteration, and user feedback.**



engage in INQUIRY

I can **pursue answers to meaningful questions** through primary and secondary research.

- EI.1 *Frame a question*
- EI.2 *Develop an inquiry plan*
- EI.3 *Select and evaluate sources*
- EI.4 *Gather and organize original data*
- EI.5 *Synthesize sources or findings*





EI.1 FRAME A QUESTION

LEVEL 1

I can share something I feel curious about.

With guidance, I can pose a question to help me learn more about it.

LEVEL 2

I can pose a question I feel excited to explore about something I observe, experience, or wonder.

I can share why it excites me, and/or describe how it connects to my life, interests, or experiences.

LEVEL 3

I can pose a focused question or testable hypothesis that relates to a passion/interest, issue, or a phenomenon that I am exploring.

I can share what excites me about the question or topic, and why it matters to me.

LEVEL 4

I can pose a focused question or testable hypothesis that relates to a passion/interest, issue, or a phenomenon **I am investigating for a defined purpose or outcome** (e.g., compose a text, prepare for an experience or event, conduct an experiment).

I can explore sources to build my understanding of the context for my inquiry (e.g., Who else has explored it? Why might others care about it? What related issues, events, or big ideas are important to my question?).

LEVEL 5

I can pose a focused question or testable hypothesis that relates to a passion/interest, issue, or phenomenon I am investigating for a defined purpose or outcome.

I can frame my question to reflect the type of inquiry that aligns to my purpose (e.g., exploratory, causal, descriptive, qualitative, predictive).

I can cite one or more relevant sources from my initial exploration of the issue or topic, and provide a rationale for the importance or relevance of my inquiry.

LEVEL 6

I can formulate a focused question or testable hypothesis **that addresses an enduring issue in a community or discipline, and/or that builds on, challenges, or advances current thinking on the topic.**

I can frame my question to reflect the type of inquiry that aligns to my purpose.

I can cite relevant sources **and important concepts** (e.g., theories, models, frameworks) **to contextualize and/or justify my inquiry.**



EI.2 DEVELOP AN INQUIRY PLAN

LEVEL 1

With guidance, I can plan a set of steps to explore my question.

LEVEL 2

With guidance, I can **choose an approach for exploring my question** (e.g., online search, experiment, community member interviews), **and explain why I chose that approach.**

With guidance, I can create a plan that includes how I will gather and record important information.

LEVEL 3

I can **choose primary or secondary research methods for my inquiry plan** that will help me explore my question.

I can create a plan that includes how I will collect **and analyze important information** related to my question.

LEVEL 4

I can choose primary or secondary research methods **that are most aligned to the purpose of my inquiry.**

I can create a plan **that defines the objectives and scope of my inquiry**, as well as data collection and analysis methods.

LEVEL 5

I can **choose or combine research methods** that are most aligned to the purpose of my inquiry, **and demonstrate how my approach is informed by others' similar inquiries.**

I can create a plan that defines the objectives and scope of my inquiry, as well as data collection and analysis methods **and procedures.**

I can **articulate known limitations of the inquiry plan, and develop strategies for addressing or mitigating them.**

LEVEL 6

I can choose or combine research methods to fulfill the purpose of my inquiry, and **discuss how my inquiry fits within a broader disciplinary, professional, or community context or tradition and how it contributes to existing knowledge.**

I can create a plan that defines the objectives and scope of my inquiry, states data collection and analysis methods and procedures, and **attends to ethical considerations in my research design.**

I can articulate known limitations of the inquiry plan, and develop strategies for addressing or mitigating them.





EI.3 SELECT AND EVALUATE SOURCES

LEVEL 1

With guidance, I can choose from provided sources to learn more about my question.

With guidance, I can ask questions to learn more about the source.

LEVEL 2

With guidance, I can **find some sources of information** to help me answer my question.

I can check basic information to **ensure the sources will help me answer my question** (e.g., topic focus, fiction vs. nonfiction).

LEVEL 3

With guidance, I can **learn and practice basic search methods** (e.g., keywords/categories, databases, websites) **to find relevant sources for my inquiry.**

I can ask questions **about my sources to help me determine if they are credible** (e.g., When was it made? Who made it? Why was it made, and for whom? Who published it?).

LEVEL 4

I can use basic search methods to help me choose relevant **and diverse** sources for my inquiry.

I can consider **multiple factors** about my sources to determine their credibility **and usefulness to my inquiry** (e.g., currency, authority, accuracy).

LEVEL 5

I can use criteria, **relevant search methods, and tools** to identify relevant and diverse sources for my inquiry, **in line with my purpose.**

I can **analyze my sources along multiple dimensions** to determine their credibility and usefulness to my inquiry (e.g., origin and context; evidence base; extent to which information can be verified by other reliable sources; financial interests).

I can **note important gaps or limitations in my sources.**

LEVEL 6

I can use **advanced search criteria** (e.g., affiliate institutions, times cited) **and advanced search methods and tools** (e.g., academic journals, Boolean operators) to select relevant and diverse sources for my inquiry, in line with my purpose.

I can analyze my sources along multiple dimensions to determine their credibility and usefulness to my inquiry, noting important gaps or limitations in my sources.

I can **attend to the impacts of bias in my research methods, and use strategies to pursue a more global perspective and/or culturally inclusive sources** (e.g., international searches, local community research).



EI.4 GATHER AND ORGANIZE ORIGINAL DATA

LEVEL 1

With guidance, I can make observations related to my inquiry.

I can record what I notice using drawings or notes.

LEVEL 2

I can make **observations related to my inquiry**, and record information using drawings, notes, **charts, and/or diagrams**.

LEVEL 3

I can follow a plan to **collect data** and record information.

With guidance, I can **organize my data to help me make meaning** (e.g., organizers, maps, charts, graphs, tables).

I can **point out and discuss important or interesting details about my data** (e.g., patterns, outliers).

LEVEL 4

I can implement my data collection plan **while avoiding significant data collection errors** (e.g., missed steps, insufficient samples, inaccurate recording).

I can organize my data **using graphical displays** (e.g., maps, charts, graphs, tables).

I can **identify patterns and outliers in my data set and explain what they mean in the context of my inquiry**.

LEVEL 5

I can implement my data collection plan, **gathering data from multiple diverse sources**, while avoiding significant data collection errors.

I can organize and represent my data using graphical displays, **relevant digital tools, and basic mathematical analysis** (e.g., mean, median, mode, variability).

I can use a range of tools or strategies to **identify and explain important relationships among variables/factors in the data**.

LEVEL 6

I can implement my data collection **with precision and accuracy**, gathering data from multiple diverse sources **or repetitions of the experiment, and attending to ethical considerations**.

I can organize and represent my data sets using graphical displays, **statistical analysis tools and functions** (e.g., slope, intercept, correlation coefficient for linear fits), **and other relevant technologies**.

I can use a range of tools or strategies to form insights about the relationships among variables/factors in the data, **and to make sense of disconfirming data**.





EI.5 SYNTHESIZE SOURCES OR FINDINGS

LEVEL 1

With guidance, I can identify the main idea from the source(s).

LEVEL 2

I can identify the **main idea** (e.g., theme, position, outcome, result) **from each source**.

I can share **something I learned from my sources that I didn't know before**.

LEVEL 3

I can **compare the main ideas** from each source.

I can describe a **new understanding or perspective I have about my research question** based on what I've learned from my inquiry.

LEVEL 4

I can determine the **important ideas and information** from my sources **and how they connect to one another and/or my research question**.

I can form a **working thesis or answer to my question, using supporting details from my inquiry**.

I can cite my sources.

LEVEL 5

I can determine the important ideas and information from my sources **and generate new understandings or insights related to my question and/or its broader context** (e.g., the discipline or field, prevailing traditions).

I can form a working thesis or answer to my question, **citing key ideas or concepts, supporting details, and evidence** from among my sources.

I can cite my sources **using formatting consistent with the discipline**.

LEVEL 6

I can determine the important ideas and information from my sources and generate new understandings or insights related to my question and/or its broader context.

I can form an **argument, solution, or expressive work** citing key ideas or concepts, supporting details, and evidence, **while attending to ethical considerations and standards for intellectual integrity**.

I can discuss the **limitations of my findings and/or methods, and implications for future research**.

I can cite my sources using formatting consistent with the discipline.



express IDEAS

I can **develop and communicate** my ideas with purpose and clarity.

- EXI.1 *Define audience, purpose, and format*
- EXI.2 *Select, refine, and develop my message*
- EXI.3 *Develop my craft*
- EXI.4 *Finalize my product or performance*
- EXI.5 *Share and reflect*





EXI.1 DEFINE AUDIENCE, PURPOSE, AND FORMAT

LEVEL 1

With guidance, I can decide what I want to share and why it is important to me.

LEVEL 2

I can decide what I want to create or share, and why it's important to me.

With guidance, I can choose the audience I'd like to share with.

LEVEL 3

I can decide what I want to create or share, and why it's important to me.

I can choose an audience and a specific format for sharing (e.g., written story, presentation, video).

LEVEL 4

I can decide what I want to create or share, **and articulate my specific purpose.**

I can consider relevant factors about my chosen or prescribed audience (e.g., shared interests or values, proximity to an issue, ability to make change or influence an outcome) **to choose an effective format for my audience and purpose** (e.g., written story, presentation, video).

LEVEL 5

I can decide what I want to create or share, and articulate my specific purpose **and desired outcome.**

I can consider relevant factors about my chosen or prescribed audience in order to choose an effective format for my audience and purpose.

I can generate specific ideas for tailoring my message or delivery for my audience and purpose, citing relevant interests, values, and/or identities.

LEVEL 6

I can decide what I want to create or share, and articulate my specific purpose and desired outcome.

I can consider relevant factors about my chosen or prescribed audience **to choose the most effective format(s) and platform/venue** for my audience, purpose, **and desired impact.**

I can tailor **my message or delivery for my specific audience, purpose, and desired outcome**, based on relevant interests, values, identities, and/or **other relevant contextual information.**



EXI.2 SELECT, REFINE, AND DEVELOP MY MESSAGE

LEVEL 1

I can choose the main thing I want to share about.

With guidance, I can choose some details I want to share.

With guidance, I can put the details in an order that makes sense to me.

LEVEL 2

I can choose the main thing I want to share about **and some details that illustrate or support it.**

I can arrange the supporting details in an order that is interesting or logical to me.

LEVEL 3

I can choose a central message for my product/performance **and discuss how it connects to my purpose** (e.g., inform, persuade, entertain).

I can choose relevant details and information to help me share my central message and achieve my purpose.

I can organize my work in a way that I think will be interesting and/or logical for my audience.

LEVEL 4

I can choose **and articulate** a central message (e.g., thesis, claim, story, idea, artistic stance, proposal) for my product/performance **that suits my audience** and purpose.

I can develop my main message through the use of supporting details and/or evidence (e.g., subclaims, illustrative examples, counterpoints, visual elements).

I can organize my work in a way that I think will be interesting, logical, and/or aesthetically pleasing for my audience.

LEVEL 5

I can articulate a central message for my product/performance that suits my audience and purpose **and that connects to a theme, idea, or issue in the world that is meaningful or important to me.**

I can develop **and refine my main message** through the use of supporting details and/or evidence **that add depth, focus, and/or complexity to my ideas.**

I can organize my work in a way that I think will be interesting, logical, and/or aesthetically pleasing for my audience.

LEVEL 6

I can articulate a central message for my product/performance that suits my audience and purpose and that connects to a theme, idea, or issue in the world that is meaningful or important to me.

I can develop and refine my main message through the use of supporting details and/or evidence that add depth, focus, and/or complexity to my ideas, and/or **by addressing conflicting or alternative ideas or perspectives when applicable.**

I can organize my work in a logical, compelling, and/or aesthetically pleasing way **that suits my purpose, audience, and style.**





EXI.3 DEVELOP MY CRAFT

LEVEL 1

With guidance, I can play with materials and tools for sharing my ideas.

With guidance, I can learn from examples related to something I'm making.

LEVEL 2

I can play and/or experiment with materials, tools, and **basic techniques**.

I can look to an example **or mentor work to imitate, practice, and/or get ideas for my own work**.

LEVEL 3

I can experiment with materials, tools, and techniques to **learn and apply my knowledge of the fundamentals of craft to my work** (e.g., understanding color theory for a painter, narrative structure for a writer, joinery for a carpenter).

I can analyze mentor works to understand, imitate, and/or practice techniques **specific to my chosen medium**.

LEVEL 4

I can make choices about materials, tools, and techniques in my work to **demonstrate my own developing sense of craft** (e.g., design, form, structure, format, composition).

I can use experimentation, practice, and reflection on my craft to achieve greater precision and clarity in my work.

I can critique mentor works across cultural traditions to deepen my understanding of the craft, and explore diverse approaches to authentic expression.

LEVEL 5

I can make choices about materials, tools, and techniques in my work to **demonstrate and hone my own unique approach to craft**.

I can use **deliberate practice, problem-solving, iterative improvement of** and reflection on my craft to achieve greater precision and clarity in my work.

I can critique mentor works to **develop a critical and inclusive stance toward the craft that engages with diverse intellectual, artistic, and cultural traditions**.

LEVEL 6

I can develop a **portfolio of work through which I demonstrate originality and continuous improvement of my craft in service of my goals or aspirations** (e.g., artistic expression, career advancement, contribution to a field).

I can move beyond convention to explore and enact novel expressions of craft that demonstrate both originality and expertise.

I can critique mentor works **and maintain a critical and inclusive stance toward the craft** that engages with diverse intellectual, artistic, and cultural traditions.



EXI.4 FINALIZE MY PRODUCT OR PERFORMANCE

LEVEL 1

With guidance, I can use feedback to improve something I'm making and/or sharing.

LEVEL 2

I can use feedback to improve something I'm making and/or sharing.

With guidance, I can use criteria to self-assess, and make one or more important changes before I share my work.

LEVEL 3

I can use feedback to **improve specific aspects of my work.**

I can use criteria to **self-assess and identify areas for improvement.**

I can edit and/or revise my final product to ensure it meets given guidelines or parameters.

When applicable, I can practice or rehearse my performance.

LEVEL 4

I can use feedback to improve specific aspects of my work, **taking into account my audience and purpose.**

I can self-assess using criteria to **identify and prioritize areas** for improvement.

I can edit and/or revise my final product to ensure it meets given guidelines **and that it follows conventions for the genre.**

When applicable, I can practice or rehearse my performance, **and make any needed adjustments.**

LEVEL 5

I can gather and **selectively use** feedback to improve my work for my specific audience, purpose, **and desired outcome.**

I can self-assess using criteria to identify, prioritize, **and plan for** areas for improvement.

I can edit and/or revise my final product to ensure it meets given guidelines and follows conventions for the genre.

When applicable, I can practice or rehearse my performance, make needed adjustments, **and ensure supporting technologies, supplies, and materials are ready.**

LEVEL 6

I can ask for general and targeted feedback based on **my self-assessment, and selectively integrate feedback** to revise my work for my specific audience, purpose, and desired outcome.

I can edit my final product to ensure it **meets expectations for professional work, or breaks from standard conventions for a specific purpose or effect.**

When applicable, I can practice or rehearse sufficiently to ensure a **high-quality performance**, make needed adjustments, and ensure supporting technologies, supplies, and materials are ready.





EXI.5 SHARE AND REFLECT

LEVEL 1

I can share something I made with others (e.g., classmates, peers, adults).

I can describe how it felt to share my work with others.

LEVEL 2

I can share **something I made with a specific audience** (e.g., a class or group, my school, a publication, a website).

I can describe how it felt to share my work with an audience, **and celebrate something I learned or did well.**

LEVEL 3

I can present/perform a work **that I've tailored for a specific audience and purpose** (e.g., my school, a publication, an online community).

I can describe how it felt to share my work with an audience, and celebrate something I learned **and something I did well.**

I can name **something I might do differently in the future based on what I learned or experienced.**

LEVEL 4

I can present/perform a work that I've tailored for a specific audience and purpose.

I can reflect on **my experience, and celebrate my strengths, contributions, and/or learning.**

I can generate ideas **about what I might do differently** in the future based on what I learned or experienced.

LEVEL 5

I can present/perform a work **in my unique style** that I've tailored for a specific audience, purpose, **and desired outcome.**

When applicable, I can **respond to my audience's questions in a way that reflects my knowledge and experience.**

I can reflect on my experience, and celebrate my strengths, contributions, and/or learning.

I can draw on my **experience and/or interactions with the audience** to generate ideas about what I might do differently in the future.

LEVEL 6

I can present/perform a work in my unique style that I've tailored for a specific audience, purpose, and desired outcome.

When applicable, I can **engage generously with my audience's responses** (e.g., assume best intent, give ample time), **and/or questions** in a way that reflects my knowledge and experience.

I can reflect on my experience, and celebrate my strengths, contributions, learning, **and/or creative risk-taking.**

I can draw on my experience and/or interactions with the audience to generate ideas **about what I want to learn, pursue,** and/or do differently in the future.



learn INTERDEPENDENTLY

I can lead my own learning while collaborating with and contributing to the learning of others.

- LI.1 *Develop a plan to pursue a goal*
- LI.2 *Monitor progress and adjust*
- LI.3 *Give and receive feedback*
- LI.4 *Engage in discussion*





LI.1 DEVELOP A PLAN TO PURSUE A GOAL

LEVEL 1

With guidance, I can set a goal for a project.

With guidance, I can plan some steps to help me reach the goal.

LEVEL 2

I can set a goal for a project **and plan some steps to reach it**, working alone or with others.

I can help make sure that roles and/or steps are clear.

LEVEL 3

I can create or co-create a **specific, achievable goal** for a project or task.

I can create or co-create a plan for a project or task **that breaks down the work into stages or steps and includes key dates or events.**

When working with others, **I can discuss various preferences, needs, and/or strengths to help us develop our roles and work well together.**

LEVEL 4

I can create or co-create a specific, achievable goal **and success criteria for a project or task.**

I can create or co-create a feasible plan (e.g., stages, tasks, assignees, time estimates, due dates) that accounts for task/project constraints and resources needed.

When working with others, **I can demonstrate care for various preferences, needs, and/or strengths to help us each contribute and work well together.**

When available, I can try using digital tools (e.g., scheduling communications and feedback, sharing work) to follow a plan and help reach a goal.

LEVEL 5

I can create or co-create specific, achievable goals and success criteria for a project or task.

I can create or co-create a feasible plan **and set of progress-monitoring tools** that account for task/project constraints and resources needed.

When working with others, I can demonstrate care for various preferences, needs, or strengths **and help establish inclusive norms, routines, and/or structures** that enable us to each contribute and work well together.

When available, I can choose digital tools to meet a specific need for our project or team.

LEVEL 6

I can create or co-create the purpose, goals, and success criteria for a project **or initiative, and develop strategies for anticipated issues.**

I can create or co-create a feasible plan and set of progress-monitoring tools that account for project constraints, resources needed, **and other contextual factors.**

When working with others, I can demonstrate care for various preferences, needs, or strengths and help establish inclusive norms, routines, and/or structures **that attend to cultural and/or power differences** (e.g., gender, language, race, ability), and that enable us to each contribute and work well together.

When available, I can choose **and adapt** digital tools to meet specific needs for our project or team.



LI.2 MONITOR PROGRESS AND ADJUST

LEVEL 1

With guidance, I can stop to check in with myself or my partners and see how it's going.

I/we can ask for help if needed.

LEVEL 2

I can stop to check in with myself or my partners about how it's going (e.g., Am I stuck? Do I need anything? Am I closer to my goal?).

If I/we get stuck or distracted, I can come up with some ideas about how to move forward (e.g., ask for help, start over, use a new tool).

LEVEL 3

I can pause to check in on progress, **and practice positive self-talk and/or encouragement of my team or partner.**

If I/we get stuck or distracted, **I/we can identify the cause of the issue and try out an idea about how to move forward** (e.g., change the approach, adjust the environment, ask for the specific help needed to keep progressing).

LEVEL 4

I can **regularly** pause to check in with myself and/or others **about process and progress toward the goal(s).**

I can practice positive self-talk and/or encouragement of my team or partner.

If an issue arises, **I/we can recognize it promptly, analyze causes, and pursue a suitable solution.**

LEVEL 5

I can regularly pause to check in with myself and/or others about process and progress toward the goal(s).

I can practice positive self-talk and/or encouragement of my team or partner **that is responsive to individual needs or preferences.**

I/we can use feedback cycles to help improve the work.

If an issue arises, I/we can recognize it promptly, analyze causes, and pursue a suitable solution, **informed by multiple data points or perspectives.**

I can engage in difficult conversations to resolve team conflicts or issues, as needed.

LEVEL 6

I can regularly pause to check in on process and progress toward the goal(s).

I can practice positive self-talk and/or encouragement of my team or partner that is responsive to individual needs or preferences.

I/we can use **multiple** feedback cycles to improve the work and **foster shared learning.**

If an issue arises, I/we can recognize it promptly, analyze causes, and pursue a suitable solution, **informed by multiple data points or perspectives.**

I can engage in **and/or facilitate** difficult conversations to resolve team conflicts or issues, as needed, **using a strengths-based approach.**





LI.3 GIVE AND RECEIVE FEEDBACK

LEVEL 1

I can ask questions or express what I like about something someone else made or did.

With guidance, I can listen to what others say about something I made or did and record or repeat some ideas I heard.

LEVEL 2

I can ask questions **to learn more about someone's work.**

I can share some things I really like about it and why.

I can listen to what others say about something I made or did and record or repeat some ideas I heard.

LEVEL 3

I can ask questions to learn more about **what someone made and how they made it.**

I can identify several strengths, **using evidence or examples.**

I can ask for targeted feedback and record or repeat some ideas I heard, **using a provided tool or process.**

LEVEL 4

I can ask questions to learn more about what someone made, and how **and why they made it.**

I can identify strengths **and possible improvements**, using evidence or examples.

I can reflect on my work to identify specific aspects I'd like to improve.

I can ask for targeted feedback and **determine the most relevant, important, or interesting ideas I heard.**

LEVEL 5

I can **ask questions to learn more about someone's purpose, audience, and approach** (e.g., style, craft, medium).

I can use evidence or examples to identify strengths **and prioritize suggestions.**

I can reflect on my work **and use quality criteria** to identify specific aspects to improve.

I can ask for targeted feedback from others, **and decide which suggestions are most relevant or important.**

LEVEL 6

I can ask questions to learn more about someone's purpose, audience, approach, **and feedback needs in order to focus my feedback.**

I can use evidence or examples to identify strengths and prioritize suggestions **based on the maker's purpose, audience, and/or approach.**

I can reflect on my work and use quality criteria to identify **and prioritize** specific aspects to improve.

I can **gather and integrate** targeted feedback **representing diverse perspectives and/or relevant expertise or insight.**



LI.4 ENGAGE IN DISCUSSION

LEVEL 1

When it's my turn, I can share an idea or respond to the question or prompt.

LEVEL 2

When it's my turn, I can share my ideas or respond to the question or prompt.

I can ask a question about the topic.

LEVEL 3

I can respond to a question or prompt in a way that shows my knowledge of and/or curiosity about the topic.

I can pose a specific question related to the topic, and demonstrate active listening (e.g., verbal and nonverbal affirmations, paraphrasing to show understanding, asking for clarification).

LEVEL 4

I can respond to a question or prompt in a way that shows my knowledge of and/or curiosity about the topic.

I can pose questions about the topic **to learn more about other people's ideas**, while demonstrating active listening.

I can practice building on the ideas of others (e.g., elaborating on the idea, connecting to related ideas or evidence).

LEVEL 5

I can respond to a question, prompt, or comment in a way that shows my knowledge of and/or curiosity about the topic **and that offers a new insight, perspective, or an evidence-based connection.**

I can pose questions to learn more about other people's ideas, while demonstrating active listening.

I can build on the ideas of others **and/or challenge them to enhance the discussion** (e.g., asking probing questions, elevating minoritized perspectives, citing relevant evidence, addressing errors in data or logic).

LEVEL 6

I can respond to questions, prompts, or comments in a way that exhibits **deep knowledge** and/or curiosity about **the topic**, and that offers new insight, perspective, or evidence-based connections.

I can **monitor and adjust** my engagement style **to contribute to a balanced and inclusive discussion.**

I can pose questions to build my understanding or **broaden my perspective**, (e.g., prompt elaboration, surface underlying issues or interests), **while maintaining an affirming and inclusive tone.**

I can build on the ideas of others and/or challenge them **to deepen the discussion or help move it forward.**





navigate CONFLICT

I can **process my feelings, attune to others, and contribute to constructive resolution.**

- NC.1 | *Recognize and process my feelings*
- NC.2 | *Recognize and respond to the feelings of others*
- NC.3 | *Apply strategies to work toward resolution*





NC.1 RECOGNIZE AND PROCESS MY FEELINGS

LEVEL 1

With guidance, I can learn and practice a way to calm myself (e.g., take deep breaths, count to ten, drink water, get fresh air, sing or hum, move my body).

With guidance, I can name what I'm feeling.

LEVEL 2

With guidance, I can use a strategy to calm myself when I feel upset.

I can identify the specific emotion(s) I am feeling (e.g., mad, sad, scared, nervous).

I can locate where I feel it in my body (e.g., heartbeat, stomachache, sweaty palms, tight chest, tearfulness).

LEVEL 3

I can use one or more strategies to calm myself when I feel upset, and I can locate where I feel it in my body.

I can identify the specific emotion(s) I am feeling, and the specific stressor that caused me to be upset.

I can determine when I am ready to share how I'm feeling.

LEVEL 4

I can pause to notice when I'm having an emotional response, and I can locate where I feel it in my body.

I can use one or more strategies to calm myself.

I can identify the specific emotion(s) I am feeling, reflect on what may have prompted them (e.g., When did I start feeling this way? What is causing this feeling? Have I felt this before?), and take note of new or recurring stressors that cause me to be upset.

I can determine when I am ready to share with others how I'm feeling.

LEVEL 5

I can pause to notice without judgment when I'm having an emotional response, locate where I feel it in my body, and use one or more strategies to calm myself and/or prevent myself from feeling overwhelmed.

I can identify the specific emotion(s) I am feeling, reflect on what may have prompted them, and take note of new or recurring stressors that cause me to be upset.

I can determine when I am ready to share with others how I'm feeling and choose a setting that works well for me and others.

I can learn and practice a new strategy to manage or avoid an anticipated stressor.

LEVEL 6

I can pause to notice without judgment when I'm having an emotional response, locate where I feel it in my body, and use one or more strategies to self-regulate.

I can determine whether my emotional response is connected to a recurring stressor and practice ways to separate past or unrelated factors from the current situation.

I can determine when I am ready to share with others how I'm feeling, and choose a setting that works well for me and others.

I can develop healthy practices and/or plans (e.g., if/then planning, counseling, community support, boundary-setting) for managing or avoiding anticipated stressors.



NC.2 RECOGNIZE AND RESPOND TO THE FEELINGS OF OTHERS

LEVEL 1

With guidance, I can listen to the reasons another person is feeling upset.

I can show that I am listening.

LEVEL 2

I can listen to the reasons another person is feeling upset.

With guidance, I can show my understanding of what they've said (e.g., restate, paraphrase).

LEVEL 3

I can listen **and observe body language** to identify how another person is feeling.

I can **express in my own words how the other person feels** and why they feel that way.

LEVEL 4

I can listen and observe body language to identify the **feelings and perspectives of others**.

I can ask questions to better understand the other person's views or feelings, and to better understand the source of the conflict.

I can express in my own words how the other person feels and why they feel that way.

LEVEL 5

I can practice active listening and careful observation of verbal, physical, and/or situational cues to identify the feelings and perspectives of others.

I can ask questions to better understand the other person's views or feelings, the source of the conflict, **and any cultural or social identity factors that might be at play** (e.g., values, language, gender-related or racial power dynamics).

I can demonstrate empathy by connecting to, and expressing understanding of, the feelings and perspectives of others involved.

LEVEL 6

I can practice active listening and careful observation of verbal, physical, and/or situational cues to identify the feelings and perspectives of others.

I can ask questions to better understand others' views or feelings, the source of the conflict, and any cultural or social identity factors that might be at play.

I can demonstrate empathy by connecting to, and expressing understanding of, the feelings and perspectives of others involved.

I can work with others to fairly contextualize the conflict, differentiate intention from impact, and explain and/or validate the different experiences and/or perspectives among those involved.





NC.3 APPLY STRATEGIES TO WORK TOWARD RESOLUTION

LEVEL 1

I can say what happened.

With guidance, I can share an idea for resolving the conflict.

LEVEL 2

I can use “I” statements to share what happened.

I can share an idea for resolving the conflict **fairly**.

LEVEL 3

I can use “I” statements **to explain the conflict**.

I can work with others to determine fair and constructive ways to address a conflict.

I can share ideas for how to avoid harm in the future, when applicable.

LEVEL 4

I can explain the conflict **from multiple points of view**.

I can work with others to determine **and implement** a fair and constructive way to address a conflict.

I can acknowledge my specific role in the conflict, take steps to repair harm and/or help implement a solution.

I can share ideas for how to avoid harm in the future, when applicable.

LEVEL 5

I can explain the conflict from multiple points of view, **and help build a shared understanding of the conflict, its causes, and its impact, including any harm caused.**

I can work with others to determine and implement the most fair and constructive ways to address **or process the conflict**.

I can acknowledge my specific role in the conflict, take steps to repair harm and/or help implement a solution.

I can share ideas for how to avoid harm in the future, when applicable.

LEVEL 6

I can explain the conflict from multiple points of view, and help build a shared understanding of the conflict, its causes, and its impact, including any harm caused.

I can help de-escalate by modeling, facilitating, and/or encouraging constructive language and actions in others.

I can work with others to determine and implement a fair and constructive way to address or process the conflict.

I can acknowledge my specific role in the conflict, take steps to repair harm and/or help implement a solution, and generate ideas for preventing harm **or managing similar conflicts in the future.**



read the WORLD

I can **engage with diverse ideas** and a **range of media** to **understand** and **critically examine** the world around me.

- RW.1 *Find inspiration and ideas*
- RW.2 *Engage and critique perspectives*
- RW.3 *Evaluate use of techniques and technology*
- RW.4 *Learn from the past*





RW.1 FIND INSPIRATION AND IDEAS

LEVEL 1

I can notice when something I observe, do, or learn makes me feel excited or curious.

With guidance, I can come up with one or more ideas about what to do, try, or learn next.

LEVEL 2

I can notice **and keep track of activities or experiences** that make me feel excited or curious.

I can come up with one or more questions or ideas about what I want to do, try, or learn next.

LEVEL 3

I can notice and keep track of **experiences that affect me emotionally** (e.g., excited, moved, curious).

I can draw from a source of inspiration (e.g., experience, observation, interaction, pattern, new learning) to generate questions or ideas, **and choose one to pursue that excites or motivates me.**

LEVEL 4

I can notice and keep track of experiences that affect me emotionally **and reflect on why.**

I can draw from a source of inspiration to help me imagine something new, draw connections, or generate questions or ideas, and choose one idea to pursue that energizes me, **and/or is in line with my purpose.**

I can take steps to help me explore or pursue my question or idea.

LEVEL 5

I can notice and keep track of experiences that affect me emotionally and reflect on why.

I can respond to a source of inspiration by trying on or playing with ideas (e.g., imagine, visualize, predict, pose questions, make connections) and I can choose one idea to pursue that energizes me, and/or is in line with my purpose.

I can take steps to further explore my question or idea, **while making intentional choices about my approach** (e.g., choose my environment or setting, block dedicated time, engage thought partners, refresh sources of inspiration).

LEVEL 6

I can notice and keep track of experiences that affect me emotionally, and I can reflect on **and speculate about their meaning.**

I can respond to sources of inspiration by trying on, playing with, **or questioning ideas**, and I can pursue ideas that energize me, and/or are in line with my purpose.

I can take steps to further explore my questions or ideas, while making intentional choices about my approach **to help me sustain my attention, energy, creativity, and/or inspiration.**





RW.2 ENGAGE AND CRITIQUE PERSPECTIVES

LEVEL 1

With guidance, I can give a summary of what a text (e.g., story, video, design) is about.

I can share what I liked or didn't like about the text and why.

LEVEL 2

I can summarize a text and ask questions about the maker to better understand it.

I can share what I liked and/or didn't like about the text and why, **and I can discuss how it connects to my own ideas or experiences.**

LEVEL 3

I can summarize a text and ask questions about the maker to better understand the text, and **its purpose and context.**

I can share what I liked and/or didn't like about a text and why, **and I can discuss how my own ideas and experiences influence my opinion about the text.**

LEVEL 4

I can describe and characterize the key themes or ideas of a text, drawing on details from the text, and/or its purpose and context.

I can use questions about the text's maker, supporting evidence, purpose, and context to evaluate its relevance and credibility.

I can analyze and discuss how my own prior knowledge and experiences, **beliefs, and values inform my understanding and evaluation of the text.**

LEVEL 5

I can describe and characterize the key themes or ideas of a text, **and draw connections to past or present issues, events, or institutions** (e.g., political, religious, cultural, racial).

I can ask and answer questions about the text's maker, supporting evidence, purpose, and/or context to evaluate **the quality, integrity, relevance, and/or significance of the text.**

I can reflect on my own biases, and discuss the limitations of my perspectives, evidence base, or analysis of the text.

LEVEL 6

I can describe and characterize the key themes or ideas of a text, and their connections **to issues of power and identity in broader social, cultural, political, and/or professional contexts.**

I can ask and answer questions about the text's maker, supporting evidence, purpose, and context — **including their relationship to other positions, experts, or sources** — in order to evaluate the quality, integrity, relevance, and/or significance of the text.

I can reflect on my own biases and discuss the limitations of my perspectives, evidence base, or analysis of a text.



RW.3 EVALUATE USE OF TECHNIQUES AND TECHNOLOGY

LEVEL 1

With guidance, I can notice when an author/creator did something to attract my attention and describe it in my own words.

I can say what I liked about the work and why.

LEVEL 2

I can look for specific ways the maker did something to attract my attention, and talk about the effect it had on me.

I can share ideas about why the author/creator might have made choices about what to make stand out.

LEVEL 3

I can identify specific ways the **maker used media features** (e.g., words, phrases, images, music) to attract my attention and I can **generate ideas about why these techniques were used.**

I can use a set of given criteria to evaluate a work.

LEVEL 4

I can highlight **examples of the maker's use of techniques and tools** and **discuss their purpose, effectiveness, and how they contribute to the overall effect of the work.**

I can use criteria to evaluate **and, when applicable, compare multiple works.**

LEVEL 5

I can evaluate the **maker's use of techniques and tools, and how well they served the maker's purpose.**

I can analyze **how all the elements of a work** (e.g., subject, form, and technique) **and its context combine to create effect.**

I can develop and use criteria to evaluate and compare works.

LEVEL 6

I can evaluate the maker's use of techniques and tools, and how well they served the maker's purpose **and/or achieved beauty, power, or persuasiveness.**

I can analyze how all the elements of a work and its context combine to create effect, **as well as how different audiences might experience the work differently.**

I can develop and use criteria to evaluate and compare works, **considering such factors as production value, accessibility, or originality.**





RW.4 LEARN FROM THE PAST

LEVEL 1

With guidance, I can learn about a need or problem in my community.

I can come up with ideas to help.

LEVEL 2

With guidance, I can notice and learn more about a need or problem in my community.

I can learn about ways in the past that people have helped address a similar need or problem, including the unique roles that people played in order to help.

With guidance, I can use examples from the past to explain my best ideas for addressing a current problem.

LEVEL 3

I can identify and explore an issue in a community of importance to me.

I can investigate strategies used in the past to help address a similar issue, including the unique roles that individuals, **community groups, or government** played.

I can use examples or insights from the past to generate specific ideas and strategies for addressing the current problem.

LEVEL 4

I can identify and explore a **significant issue** in a community of importance to me, **drawing on multiple perspectives and sources of wisdom** (e.g., oral histories, legends, cultural traditions).

I can investigate strategies used in the past to help address a similar issue, including the unique roles that individuals, community groups, government, **businesses, or other entities** played that were **most and/or least constructive**.

I can use examples or insights from the past to generate specific ideas and strategies for addressing the current problem **that consider different levels of power held by people or groups**.

LEVEL 5

I can identify and explore a **significant and enduring issue** in a community of importance to me, drawing on multiple perspectives and sources of wisdom.

I can **evaluate the strategies and roles of key players** (e.g., government, private sector, and citizen sector) **in creating or enabling the problem, and their different levels of power for addressing the issue**.

I can study similar change efforts from the past to help me identify viable solutions, **and analyze how different solutions involve and impact different parties**.

I can credit the thinkers and activists whose work I drew on.

LEVEL 6

I can identify and explore a significant and enduring issue in a community of importance to me, drawing on multiple perspectives and sources of wisdom.

I can evaluate the strategies and roles of key players from across sectors — **both current and historical** — in creating or enabling power for addressing the issue.

I can critique one or more past efforts to address this issue, or a similar issue, to help me identify viable solutions and effective strategies for facilitating change and/or for consciousness-raising among key players.

I can reflect on cautionary or inspirational lessons from my investigation, crediting the thinkers and activists whose work I drew on.



reason

QUANTITATIVELY

I can **reason through, represent, and communicate mathematical problems** and **approaches to solving** them.

- RQ.1 *Represent mathematical information*
- RQ.2 *Solve problems*
- RQ.3 *Construct explanations*





RQ.1 REPRESENT MATHEMATICAL INFORMATION

LEVEL 1

With guidance, I can draw pictures and/or use objects to help me explain a problem or situation.

LEVEL 2

I can draw pictures and/or use objects **to record what I see and/or to explain my thinking about a problem or situation.**

LEVEL 3

I can practice using **different tools and techniques for visually representing information** (e.g., diagrams, tables, graphs, flowcharts, formulas).

I can make choices **about the features of my visual representation** (e.g., size, shape, color, relative placement) **to show important quantities, relationships, or changes in a problem or situation.**

LEVEL 4

I can choose **tools and techniques for organizing and displaying information** based on the type and amount of data and/or what I want to communicate about it.

I can provide **descriptive information in my displays** (e.g., title, labeled axes, units) **to show important patterns, quantities, relationships, or changes in a problem or situation.**

LEVEL 5

I can accurately organize and display data using tools and displays (e.g., tables, charts, and/or graphs) **aligned to my purpose.**

I can use **descriptive vocabulary and analytical tools** (e.g., best-fit functions, measures of central tendency) **to discuss and illustrate mathematical relationships.**

LEVEL 6

I can accurately organize and display data using tools and displays **aligned to my purpose, data set, audience, and context.**

I can use descriptive vocabulary and analytical tools to discuss and illustrate mathematical relationships **with clarity, to make evidence-based claims, and/or to evaluate others' conclusions.**

My representation of data demonstrates **mathematical insight with novelty and/or elegance.**



RQ.2 SOLVE PROBLEMS

LEVEL 1

I can rephrase a problem in my own words, and try one way to solve it.

LEVEL 2

I can rephrase a problem in my own words **and break it down into phases, steps, or parts.**

With guidance, I can try out a problem-solving strategy (e.g., tinker, look for patterns, visualize and draw it) **to come up with a solution.**

I can explain or show my approach.

LEVEL 3

I can organize important information about a problem (e.g., using a chart, table, or graph) **to help me identify a starting point for solving it.**

I can try out at least one problem-solving strategy (e.g., visualizing, tinkering, pattern detection) to begin testing a solution.

With guidance, I can test whether **my approach and/or solution is reasonable.**

LEVEL 4

I can organize important information about a problem, **ask questions to better understand its context and its parts,** and identify a starting point for solving it.

I can choose problem-solving strategies to build a solution, **making changes to my approach if I get stuck** (e.g., solve a simpler problem, work backwards, guess and test, try numerical cases).

I can test whether my approach and/or solution is reasonable and **accurate.**

LEVEL 5

I can organize important information about a problem, ask questions to better understand its context and its parts, and identify a starting point for solving it.

I can choose strategies, **tools, or methods to develop a solution, experimenting with ideas and/or lines of reasoning.**

I can test my solution and make corrections to ensure it is reasonable and accurate (e.g., based on sound evidence, attendant to the meaning of quantities, free from computational errors).

LEVEL 6

I can use a range of tools, strategies, or methods to evaluate a problem and its context, and **determine critical resources for solving it.**

I can choose strategies, tools, or methods to generate **a novel approach or solution,** experimenting with ideas or lines of reasoning.

I can test my solution **in multiple ways to confirm the validity and accuracy of my approach and my solution.**





RQ.3 CONSTRUCT EXPLANATIONS

LEVEL 1

I can explain the steps that I or someone else took to solve a problem.

LEVEL 2

I can state my answer to a problem and explain and/or show my steps in order to make my thinking visible.

LEVEL 3

I can state my answer to the problem **using precise vocabulary and/or notation.**

I can explain and/or illustrate the steps I took to come to my answer, **and explain why my answer is reasonable or not reasonable.**

LEVEL 4

I can state my answer to the problem using precise vocabulary and/or notation.

I can explain and/or illustrate the steps I took to come to my answer, **the limitations of my solution**, and why my answer is reasonable.

When applicable, I can evaluate someone else's solution or approach.

LEVEL 5

I can frame the problem with **context**, and state my solution, using precise language and/or notation.

I can justify my **solution** using supporting details or evidence, **including addressing the limitations of my solution or critiques of my approach.**

When applicable, I can evaluate someone else's solution, approach, **or supporting details.**

LEVEL 6

I can frame the problem with context, and state my solution using precise language and/or notation.

I can justify my solution **for my particular audience and purpose**, using supporting details or evidence, including addressing the limitations of my solution or critiques of my approach.

I can respond **persuasively to questions or critique.**

When applicable, I can critique someone else's solution, approach, or supporting details **by naming limitations or justifying alternatives.**



sustain WELLNESS

I can **develop practices** to support my own well-being, embrace difference, and foster intercultural competence.

- SW.1 | *Nurture my identity*
- SW.2 | *Build affirming life practices*
- SW.3 | *Develop intercultural competence*





SW.1 NURTURE MY IDENTITY

LEVEL 1

I can say what I like to do in my free time, and why.

LEVEL 2

I can share some things that are unique or special about me (e.g., interests, likes, dislikes, experiences).

I can share ways that I am similar to members of my family or community (e.g., the way I look, talk, think, act, believe).

LEVEL 3

I can share about aspects of my identity and how they are expressed in my daily life (e.g., I'm an athlete, I love to spend time playing sports; I am part of the Deaf community, I use sign language to communicate with my family members; I am religious, I attend worship services every week).

I can practice a new way to explore my connection to the natural world.

LEVEL 4

I can share about **the most central aspects** of my identity, how they are expressed in my life, **and how different aspects of my identity connect to one another.**

I can practice a new way to celebrate, express, or explore an aspect of my identity, and/or my relationship to the natural world.

LEVEL 5

I can **articulate multiple aspects** of my identity, how they are expressed in my life, and how different aspects of my identity **intersect and impact one another.**

I can examine a stereotype that relates to aspects of my identity, and counter it with truths about my life and experiences.

I can practice and reflect on ways to celebrate, express, or further explore one or more aspects of my identity, and/or my relationship to the natural world.

LEVEL 6

I can articulate multiple aspects of my identity, how they are expressed in my life and relationships, and how different aspects of my identity intersect and have evolved over time **with pivotal life experiences or decisions.**

I can examine stereotypes that relate to aspects of my identity **and challenge them through creative expression, personal pursuits, and/or personal interactions.**

I can **regularly** practice ways to celebrate, express, and/or further explore aspects of my identity **in community**, as well as my relationship to the natural world, **adapting practices as my needs, identities, and interests evolve over time.**



SW.2 BUILD AFFIRMING LIFE PRACTICES

LEVEL 1

I can identify people or activities that make me happy and/or that make me feel better when I am upset.

I can talk about the things I want for my future.

LEVEL 2

I can share about activities, interests, and/or people in my life who bring me joy.

I can share specific hopes and/or goals that I have for my future.

LEVEL 3

I can choose activities, interests, or relationships that bring me joy and help me feel connected to myself, my community, and/or the natural world.

I can set intentions for my well-being—physical, emotional, and/or social health—and take steps toward them.

LEVEL 4

I can deepen my connection to activities, interests, and/or relationships that bring me joy, affirm my identity, and/or help me feel connected to myself, my community, and/or the natural world.

I can set intentions **related to my health or an area of my life** (e.g., spiritual, financial, academic, creative) and take steps toward them, drawing on different sources of support (e.g., personal knowledge, mentors, cultural traditions and wisdom, social networks).

I can pause to check in with myself about how it's going.

LEVEL 5

I can build routines and practices to consistently prioritize activities, interests, and relationships that bring me joy, affirm my identity, and/or help me feel connected to myself, my community, and/or the natural world.

I can set intentions **and a plan for an area of my life I want to grow or nurture**, and I can take steps toward them, while drawing on existing sources of support **or seeking new ones.**

I can pause to check in with myself about **how well my priorities, commitments, and actions support my well-being.**

LEVEL 6

I can build and sustain routines and practices that help me consistently prioritize what brings me joy, affirms my identity, and/or helps me feel connected to myself, my community, and/or the natural world.

I can set intentions and a plan for an area of my life I want to grow or nurture, and I can take steps toward them, while drawing on existing sources of support or seeking new ones.

I can develop a practice of mindfulness and reflection to determine how well my priorities and actions support my wellbeing, and I can make adjustments based on new insight.





SW.3 DEVELOP INTERCULTURAL COMPETENCE

LEVEL 1

With guidance, I can try out some ways to learn about cultures different from my own.

LEVEL 2

I can participate in a culturally diverse event or experience.

I can name similarities and differences between my culture and other cultures I learn about or experience.

LEVEL 3

I can engage in a culturally diverse experience, **and reflect on aspects that I appreciated.**

I can name similarities and differences between or among cultures I learn about or experience, without making value judgments.

With guidance, I can identify stereotypes and/or misinformation about people or groups and try out some ways to counteract them (e.g., check assumptions, verify facts, broaden sources or experiences, seek additional context).

LEVEL 4

I can engage in a culturally diverse experience and **choose ways to adapt my style of engagement and/or express my appreciation.**

I can ask open-ended questions to learn about cultures other than my own (e.g., traditions, history, laws, norms, languages, rituals, values, arts), without making value judgments.

I can recognize stereotypes that relate to aspects of social or cultural identity (mine or others') **and I can counter them with verifiable facts or evidence.**

I can identify one or more of my own implicit biases and practice some ways to counteract them.

LEVEL 5

I can engage in culturally diverse experiences and choose ways to adapt my style of engagement and/or express my appreciation.

I can take initiative to learn about cultures other than my own, without making value judgments.

I can disrupt stereotyping when I observe it happening by noting it and countering it with facts, evidence, or insights from history and/or my own lived experience.

I can reflect on my own implicit biases and how they are presenting in my interactions with others, and I can practice strategies to counteract them.

LEVEL 6

I regularly seek out and engage in culturally diverse experiences, **and choose responsive ways** to adapt my style of engagement and/or express my appreciation.

I take initiative to learn about cultures other than my own without making value judgments or **reductive comparisons.**

I can disrupt stereotyping or **explicit bias** when I observe it happening by promptly noting it, **naming the harm it causes**, and countering it with facts, evidence, or insights from history and/or my own lived experience.

I can regularly reflect on my implicit biases, practice curiosity and courage in understanding their impact on others, and consistently use strategies to counteract them.

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