1. KNOWLEDGE OF CORE SUBJECTS

Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
1.1 Choose and apply learning strategies	*With guidance,* I can notice details in a book or picture (e.g., cover, title, bold print, characters, icons) to help me make a prediction, or to connect to something I already know. *With guidance,* I can ask and answer questions about a topic or text. *With guidance,* I can notice when I am stuck on a task, and I can try a strategy to help me get unstuck (e.g., try again, try another way, look for clues, ask for help).	I can notice details in a book or picture and use them to help me **make connections and/or pose questions that help me get ready to read or watch.** I can **learn and try one or more comprehension strategies** (i.e., predict, connect, question, visualize, determine importance, infer, synthesize) **to help me make meaning of a topic or source.** I can notice when I am stuck **reading, and I can take steps to persist** (e.g. reread, use pictures/headings to help, look at words before/after for clu**es).**	I can **learn and use comprehension strategies to help me understand and make meaning of a topic or source.** I can notice when I get stuck reading **or completing a task, and I can choose a strategy to help** me persist through the challenge.	**I can proactively apply effective comprehension strategies** to understand and make meaning of a topic or source. **I can consistently monitor my learning process** (e.g., tracking my progress, noticing when my understanding breaks down, when I feel unmotivated, or when I am having difficulty with my learning environment) **and I can choose one or more strategies** to help me persist through the challenge. **I can learn and apply a tool or method to help me build my vocabulary as it relates to a topic.**	I can proactively apply strategies to understand and make meaning of a topic/source **in order to achieve my learning goal/s.** I can consistently monitor my learning process, and I can **anticipate where I might get stuck or misunderstand** and I can choose one or more strategies to help me **avoid and/or** persist through challenges. **I can choose and apply one or more tools or methods to help me build my background knowledge** and vocabulary as related to a topic.	I can proactively apply strategies to understand **one or more complex topics/sources** in order to achieve my learning goal/s. I can consistently monitor my learning process, and I can anticipate where I might get stuck or misunderstand and I can choose one or more strategies to help me avoid and/or persist through challenges. **I can routinely apply tools or methods** to help me build my background knowledge and vocabulary **within and across disciplines.** **I can reflect on my past learning experiences to identify strategies that will help me optimize my learning in the future.**
1.2 Conduct Inquiry *Knowledge of Core Subjects continued on next page >>*	*Working together,* I can notice things around me and ask questions. *With guidance,* I can use a provided source and/or choose a source to learn more about our topic or question. I can pick out relevant details from a source. I can share something I learned that I didn't know before.	*With guidance,* I can notice things around me and **then come up with a question that will help me learn more about a topic or about the way something works.** I can use a provided source and/or choose a source to learn more about our topic or question. I can **identify key information and explain how it relates to the topic or question at hand.** I can share **what I learned about the topic from the source.**	I can **frame a research question** about my observations on **a topic I am investigating.** *With guidance,* I can select **different types of sources** (e.g., primary or secondary texts or media, model performances, data sets, other exemplars) related to the topic or question. I can **summarize** key information from the sources **and connect it to my research question.** I can **articulate my new learning or insight** about the topic or question.	I can frame a research question **that addresses a problem or** topic I am investigating. I can locate **a range of relevant** sources **and use specific criteria to assess the credibility and/or value of the source relative to my specific purpose** (e.g., purpose, audience, genre, author's identity, and era). I can **use a system to gather and organize specific evidence related to my research question.** I can **synthesize** key sources, **and describe how my own thinking has shifted or evolved as a result of my investigation.**	I can frame a research question that addresses a problem or topic I am investigating, **and I can refine my question/s to help focus my investigation.** I can locate relevant **and diverse** sources, and use **robust** criteria to contextualize and assess the credibility of the sources **and determine their relative value related to my specific purpose**. I can **select** and apply a system to help me gather and organize specific evidence related to my research question**.** I can synthesize key sources **while noting important gaps or limitations,** describe how my own thinking has shifted or evolved as a result of my investigation, **and share my findings with collaborators or reviewers.**	I can frame an **original** research question that addresses a problem or topic I am investigating, and I can refine my question/s to help focus my investigation. I can select relevant and diverse sources **that will help me interrogate and refine my own ideas,** and I can use robust criteria to contextualize and assess the credibility of the sources, and determine their relative value related to my research purpose. I can select, apply, **or design a comprehensive** system to help me gather information and organize my research materials. I can synthesize key sources, note important gaps or limitations **within or across my sources, and discuss the impact of those gaps or limitations when applicable.** I can **reflect on how my own perspectives, evidence basis, or understanding of alternative perspectives have shifted or evolved as a result of my research.**

1. KNOWLEDGE OF CORE SUBJECTS (Cont.)

Possess proficiency in the core subjects (language arts/communication, math, science, social studies, humanities and health/wellness), and ability to apply this knowledge and understanding to be successful in college or the workplace.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
1.3 Evaluate ideas/concepts	I can ask questions about something I don't understand. I can talk, write, or draw to show what I think about an idea, event, or topic.	I can ask questions **about a topic, concept, or event to help me understand more about it.** I can share my opinion **about the topic, idea/concept, or event and use details to explain why I have that opinion.**	I can pose questions that will help me understand a topic, concept, or event, **examine relevant data, and summarize or synthesize what I learn** (e.g. through discussion, writing, graphing). **I can use what I learn** to form a position about the topic, concept, or event, **providing evidence to support my perspectiv**e.	I can pose questions that will help me understand a concept or event, examine evidence/data **from multiple perspectives or sources**, and summarize or synthesize my findings. I can **identify underlying assumptions, values, and/or biases** related to a concept/event. **I can use my analysis and/or specific criteria** to evaluate the concept or event, providing **specific, relevant** evidence to support my critique.	**I can conduct research to** help me understand a concept or event, examine evidence/data from multiple perspectives **and diverse sources**, and summarize or synthesize my findings. I can identify underlying assumptions, values, and/or biases related to a concept/event. I can use my analysis and/or specific criteria to evaluate the concept or event **and its implications in the historical or current context**, providing specific, relevant, **and important** evidence to support my critique.	I can conduct research to help me understand a concept or event, examine evidence/data from multiple perspectives and diverse sources, and summarize or synthesize my findings **while applying advanced disciplinary theories or principles**. I can identify underlying assumptions, values, and/or biases related to a concept/event**.** I can use my analysis and specific criteria to evaluate the concept or event and its implications in the historical or current context, providing specific, relevant, and important evidence to support my critique.
1.4 Apply knowledge and skills to authentic tasks	I can explain a task (e.g., an authentic assignment, a problem, a design challenge) I'm working on. I can follow or, with guidance, plan the steps to complete a task.	I can **organize the important information I'm given about a task.** I can plan the steps to complete a task.	I can organize the important information given about a task **in a way that helps me better understand the task.** I can **determine what is needed to complete the task/solve the problem.** **I can make a plan for completing the task, including key steps and deadlines.**	I can **gather and/or identify** and organize the important information given about a task/problem (e.g., conditions, parameters, assumptions) in a way that helps me better understand the task/problem **and how to approach it.** I can use given information **and prior knowledge** to determine **what I will need to know or do** to complete the task/solve the problem. I can make a **detailed** plan for completing the task or project **at my target performance level**, which includes key activities, deadlines, **and milestones to help me monitor my progress.**	I can gather, identify, and organize important information **related to the task/problem** in a way that helps me understand the task/problem and how to approach it. I can use information and prior knowledge to determine what is needed to complete the task **and identify gaps in my own knowledge or skills.** I can use **digital and other tools to develop** a detailed plan for completing the project at my target performance level, including key activities, deadlines, milestones, **resources needed, and a systematic way to** monitor progress. **I can reflect on how well I completed the task.**	I can gather, identify, and organize **any relevant** important information to the task/problem, **including previous attempts to address it,** in a way that helps me understand the problem, how to approach it. I can use information and prior knowledge to determine what is needed to complete the task/solve the problem and identify **assets and** gaps in my own knowledge or skills. I can use digital and other tools to develop a detailed plan, **appropriate to the purpose and context,** for completing the project at my target performance level, including key activities, deadlines, milestones, resources needed, and a systematic way to monitor progress. I can reflect on **the outcome to make necessary adjustments as needed now or for a future task.**