CROSS-CURRICULAR

GRADUATION PROFICIENCIES FOR RHODE ISLAND

COLLABORATION

COMMUNICATION

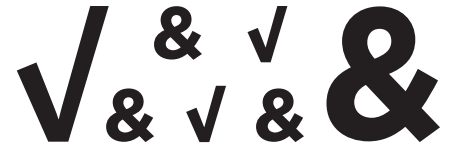**PROBLEM SOLVING AND CRITICAL THINKING**

REFLECTION AND EVALUATION

RESEARCH

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CROSS-CURRICULAR PROFICIENCY:
COLLABORATION

Students will demonstrate collaboration through working effectively and respectfully with others toward a common goal.

Students will...

1 PERFORMANCE INDICATOR
Demonstrate respectful behaviors with individuals of diverse perspectives.

SCORING CRITERIA

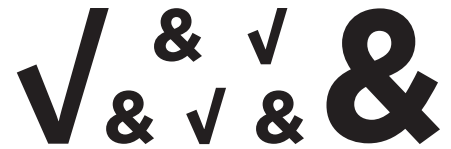| BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Recognize disrespectful behaviors and **identify** different points of view.	**Provide** examples of how words, actions, attitudes and behaviors impact others.	**Demonstrate** respect for others through words, actions, attitudes and/or behaviors.	**Anticipate** how words, actions, attitudes and behaviors may be interpreted by others and modify appropriately.

2 PERFORMANCE INDICATOR
Contribute to a common goal by exercising flexibility and accountability.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Listen to others and share ideas related to a common goal.	**Exchange** ideas related to a common goal.	**Contribute** to common goal by adjusting opinions or ideas.	**Promote** flexibility and accountability in others in working toward a common goal.

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3 PERFORMANCE INDICATOR
Select and use communication strategies and interpersonal skills when working with others.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify the features of effective communication and collaboration.	**Contribute** ideas and respond to some ideas shared by others.	**Incorporate** diverse perspectives to promote an exchange of ideas with reasoning and evidence. **Utilize** proactive steps to ensure that everyone in the group is heard.	**Facilitate** small and large group interactions. **Build** on others' ideas, support others, and/or help the group reach consensus while expressing her/his ideas.

4 PERFORMANCE INDICATOR
Participate in and contribute to the community.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify opportunities for community involvement.	**Identify** a variety of community issues and potential community contacts and **make** contributions to community efforts.	**Identify** and **participate** in opportunities that help or add benefit to the community.	**Create** opportunities for self and others to contribute to the community and **participate** in opportunities.

CROSS-CURRICULAR PROFICIENCY:
COMMUNICATION

Students will demonstrate communication through using a variety of modes to convey meaning to and seek understanding from others.

Students will...

1 PERFORMANCE INDICATOR
Actively listen and discuss information.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Repeat some information heard.	**Paraphrase** relevant information heard and **ask** questions.	**Identify** relevant information, **ask** clarifying or probing questions, and **respond** to ideas or information expressed by the speaker.	**Identify** relevant information, **ask** clarifying or probing questions, and **build on** the ideas or information expressed by the speaker.

2 PERFORMANCE INDICATOR
Communicate understanding and interpretation of information.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify or list some information from a source.	**Select** relevant information for the purpose. **Summarize** information gathered.	**Select** and **analyze** relevant information. **Integrate** relevant information into an argument, presentation, written text, or other work of communication to support a point or interpretation.	**Evaluate** the information gathered to **determine** which is the best source. **Analyze** and **integrate** well-chosen and abundant information into a work of communication to support an original point or interpretation.

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3 PERFORMANCE INDICATOR
Choose and apply an appropriate communication strategy according to audience and purpose.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify audience and purpose of communication. **Use** a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) to present ideas.	**Use some appropriate** aspects of style, tone and language to **partially address** the needs of the audience and purpose. **Select and use** a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) to present ideas.	**Use appropriate style, tone**, and language to address intended audience and purpose. **Select and use** a method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) that fits the audience and purpose.	**Use strategic, engaging, and creative** style, tone, and language to effectively address the intended audience and purpose. **Select and use** a strategic method of communication (e.g., written, oral, visual, graphic, audio, and/or interactive) that effectively addresses the audience and purpose.

4 PERFORMANCE INDICATOR
Demonstrate organized communication through varied modes (oral, written, visual and/or performance).

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Restate information using a mode of communication (oral, written, visual, and/or performance, including technology when applicable).	**Organize** information to communicate ideas and responses when using any mode of communication (oral, written, visual, and/or performance, including technology when applicable).	**Present** information and ideas coherently, with logical sequence when using any mode of communication (oral, written, visual, and/or performance, including technology when applicable).	**Enhance** communication through the sequence and presentation of ideas when using any mode of communication (oral, written, visual, and/or performance, including technology when applicable).

5 PERFORMANCE INDICATOR
Practice responsible digital citizenship as a community member.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify basic rules for online behavior.	**Describe** the difference between responsible and irresponsible material to post or share online.	**Make responsible judgments** about what is appropriate material to post or share online. **Explain** the broader issues in the school community related to digital use, such as online bullying, and how people can be affected.	**Make strategic decisions** about what to put online based on how postings might be perceived by others as well as the school community and future employers. **Evaluate** how broader societal issues related to digital use impact different populations or the nation as a whole.

PROBLEM SOLVING AND CRITICAL THINKING

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Students will demonstrate problem solving and critical thinking by applying processes to define problems, evaluating possible outcomes, and persevering in solving complex problems.

Students will...

1 PERFORMANCE INDICATOR
Observe, identify and analyze a problem.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Make observations about a problem or situation.	**Describe** the problem and **identify** the parts of the problem.	**Summarize** the problem, **identify** variables, and **analyze** how elements of the situation define the problem.	**Evaluate** the relevance and importance of elements that define the problem and limit the solutions.

2 PERFORMANCE INDICATOR
Identify, collect and analyze relevant information.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Find information in sources provided and **describe** the information/data gathered.	**List** resources relevant to the plan or process of approach, **identify** simple patterns and trends in information/data, and **determine** whether information is sufficient or if more is needed.	**Identify** relevant information/data from resources and **analyze** patterns and trends to identify relationships.	**Identify** information/data crucial to the problem and **identify** and **prioritize** patterns and trends in information/data most relevant to the problem.

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3 PERFORMANCE INDICATOR
Generate options and provide reasoning for a plan or approach to solve a problem.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify and **choose** a potential plan or process of approach from a list of possibilities.	**Identify** opportunities for new thinking or creative problem solving. **Generate** a plan or process of approach.	**Describe** opportunities for new thinking or creative problem solving using resources and design procedures. **Generate** a range of plans or processes of approach, select one and **support the** chosen plan or approach with information/data.	**Analyze** opportunities for new thinking or creative problem solving using resources and design procedures needed for collecting, managing, and analyzing information. **Generate** a range of possible solutions that do not simply borrow from past examples and **select** and **justify** a chosen solution using evidence from an analysis of the options.

4 PERFORMANCE INDICATOR
Implement a plan or process of approach using tools and information.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify tools to solve a problem.	**Identify** a range of appropriate tools to help solve a problem and begin to implement a plan or process of approach.	**Utilize** information, appropriate tools, and/or technology strategically to implement a plan or process of approach to provide a potential solution or product.	**Demonstrate** creativity and innovation in selection and use of tools and **anticipate** and **address** possible implementation challenges.

CROSS-CURRICULAR PROFICIENCY: PROBLEM SOLVING AND CRITICAL THINKING
RHODE ISLAND LEARNING CHAMPIONS, LAST UPDATED DECEMBER 2017

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PROBLEM SOLVING AND CRITICAL THINKING

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5 PERFORMANCE INDICATOR
Show flexibility and persist through frustrations; continue to revise a plan or process of approach in order to arrive at a viable solution.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify a strategy that could be used to overcome an obstacle in problem solving.	**Make an attempt** to reach a viable solution by applying a strategy.	**Make multiple attempts**, persisting as needed, to reach a viable solution by **applying and adjusting** varied strategies and approaches.	**Make multiple attempts**, if needed, until an effective solution is reached by **applying, evaluating,** and **adjusting** strategies and approaches.

6 PERFORMANCE INDICATOR
Evaluate, justify and defend the relative effectiveness of the plan or process of approach.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Describe the data/information gathered from plan or approach and **state** whether the plan or process of approach was effective.	**Identify** relationships in data/information gathered from plan or approach and **describe** whether the plan or process of approach was effective.	**Analyze** patterns and trends to identify relationships in data/information gathered from the plan or approach and to **evaluate** the effectiveness of the plan or approach.	**Justify** a data collection strategy by **analyzing** strengths and weaknesses and **critiquing** the potential effectiveness of a range of solutions with consideration of real-life constraints.

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REFLECTION AND EVALUATION

Students will demonstrate reflection and evaluation through goal setting, self-assessment, and feedback, monitoring their progress toward goals and adjusting their strategies to account for individual strengths and challenges.

Students will...

1 PERFORMANCE INDICATOR
Describe individual strengths and challenges.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify an individual strength or challenge.	**Identify** individual strength(s) and challenge(s).	**Describe** how individual strength(s) and challenge(s) impact progress toward goals.	**Analyze** individual strengths and challenges to identify strategies to overcome challenge(s) and build on strengths.

2 PERFORMANCE INDICATOR
Establish realistic and measurable goals.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Select a goal.	**Identify** a goal and **describe** why it is realistic.	**Develop** goals and **describe** why they are realistic and how they will be measured.	**Deconstruct** goals into manageable components and **develop** specific action steps that are aligned to the overarching goal.

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3 PERFORMANCE INDICATOR
Determine effective strategies and apply these strategies to reach goals.

SCORING CRITERIA

| BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Select strategies to assist in reaching a goal.	**Determine** possible effective strategies to assist in reaching goal(s).	**Determine** and **apply** effective strategies to assist in reaching goal(s).	**Apply** effective and efficient strategies to assist in reaching goal(s) and **adjust** strategies to meet learning needs.

4 PERFORMANCE INDICATOR
Use feedback to monitor progress, adjust goals and strategies, and seek out support.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify whether progress is being made on goals. **Identify** the need for support.	**Reflect** on feedback provided to **identify** actions that could lead to progress toward goals. **Identify** supports and resources.	**Use** feedback from outside sources and self-reflection to continually **monitor** progress, **reflect** on goals, and **adjust** strategies and goals. **Seek out** additional supports and resources.	**Seek out** and **incorporate** feedback to **assess** progress toward goals and **adjust** goals and strategies. **Use** additional supports and resources to make progress toward a goal.

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CROSS-CURRICULAR PROFICIENCY:
RESEARCH
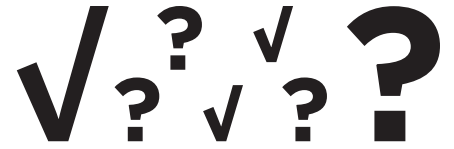
Students will ask questions and gather and synthesize information in order to further their knowledge and support ideas.

Students will...

1 PERFORMANCE INDICATOR
Analyze the relevance, bias, and usefulness of information.

SCORING CRITERIA

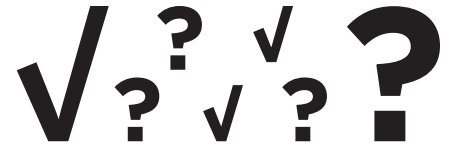| BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Locate information that pertains to the topic researched.	**Select** and **categorize** information according to relevance and usefulness.	**Analyze** information and sources to determine the relevance, bias and usefulness of information.	**Seek out** additional information to ensure a comprehensive representation of the topic.

2 PERFORMANCE INDICATOR
Use and adapt appropriate research tools, including but not limited to technology and digital media, to access information.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify a range of research tools to access information.	**Select** appropriate research tools to access information.	**Select, use** and **adapt** research tools to access information.	**Evaluate** usefulness of variety of research tools for specific purposes.

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3 PERFORMANCE INDICATOR
Compare and synthesize information from multiple sources and/or disciplines to draw conclusions or make claims.

SCORING CRITERIA

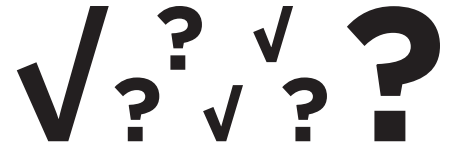| BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Select information from multiple sources to support claim.	**Compare** information from multiple sources to draw conclusion, or make claim.	**Synthesize** information from multiple sources in order to make comparisons, draw conclusions, and/or make claims.	**Analyze** the interrelationships among or between specific concepts across multiple sources to generate conclusions or claims.

4 PERFORMANCE INDICATOR
Develop questions that can guide further learning.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Use predetermined questions to guide learning.	**Develop** questions to clarify understanding.	**Develop** open-ended questions to guide and expand learning.	**Develop** new questions based on learning. **Construct** questions that identify gaps in learning.

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5 PERFORMANCE INDICATOR
Use evidence and reasoning to justify claims or conclusions.

SCORING CRITERIA

BEGINNING	DEVELOPING	PROFICIENT	EXPANDING
Identify evidence to support a claim.	**Use** reasoning to **explain** how evidence supports claim or conclusion.	**Support** claims or conclusions with evidence and reasoning.	**Integrate** evidence and reasoning to support claims or conclusions.