



Character Deep Learning Progression

Learning to deep learn, armed with the essential social and emotional character traits of self-directed learning, grit, tenacity, perseverance, and resilience, the ability to make learning an integral part of living; and to proactively change outcomes for themselves and others.



Learning Progressions

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Self-directed learners with a proactive stance toward life and learning to learn	<p>When given a Deep Learning experience, learners need a lot of direction and structure. They expect to be given rather than to create a plan.</p> <p>Learners do not yet demonstrate an openness to learning.</p>	<p>With guidance, learners are starting to build their skills in planning and making choices and decisions about their learning.</p> <p>Learners can work with teachers to choose a topic and find or create an opportunity to learn what they need.</p> <p>Learners are beginning to view errors and feedback as opportunities to learn.</p> <p>Learners are beginning to demonstrate a positive view toward learning; they are developing a sense of self-efficacy and interest in achievement.</p>	<p>Learners are increasingly taking responsibility for their own learning, both as individuals and within groups.</p> <p>They can plan their approach to tasks, monitor their own progress, and reflect on and improve the quality of their work as they do it.</p> <p>They welcome feedback as an opportunity to learn and improve.</p> <p>Learners show a positive view toward learning and understand that this willingness to learn leads to achievement.</p>	<p>Learners have strong capabilities in self-regulation, self-reflection, and taking responsibility for their own learning. They can think effectively, make decisions for themselves, and take ownership of their learning.</p> <p>Learners seek feedback as needed and either adjust the current learning experience or improve the next learning task.</p> <p>Learners regularly show a positive learning stance that is open to learning. They are eager to bring their best to each learning and achievement opportunity. They are learning to balance the drive to succeed with other important aspects of life.</p>	<p>Learners are highly efficient at finding and creating their own learning opportunities in ways that help them build the knowledge and skills they will need to succeed in life and to create worthwhile solutions.</p> <p>Learners are self-directed, self-regulated co-learners and co-designers of the learning.</p> <p>Learners actively seek out feedback and use it to better understand their approaches to learning.</p> <p>They see learning as an integral part of life. Learners share their positive outlook with others and have a drive to do their best, even in challenging circumstances. They balance their drive to succeed with other important aspects of life.</p>
Grit, tenacity, perseverance, and resilience	<p>Learners become discouraged or give up when faced with challenges, unexpected problems, or negative feedback when trying to complete a task, experience, or action.</p> <p>This seriously impacts their ability to work through the challenge and find a solution.</p>	<p>Learners require support and encouragement to deal with setbacks, negative feedback, and difficult challenges.</p> <p>They are starting to show some grit and resilience but tend to lose momentum unless supported.</p>	<p>Grit, tenacity, perseverance, and resilience are developing in the way learners approach and complete their Deep Learning or experience and deal with challenges.</p> <p>Major setbacks or negative feedback may challenge them</p> <p>They deal well with small to moderate challenges, pausing and reflecting to think of new solutions and persisting until they find a breakthrough.</p>	<p>Grit, tenacity, and perseverance are clearly evident in the way learners approach and complete their Deep Learning tasks.</p> <p>In the face of major setbacks or negative feedback, they pause, reflect, adapt as necessary, and approach the issue with determination until they find a breakthrough.</p> <p>Learners are able to articulate how and why these character qualities are essential for life and work.</p>	<p>Learners have highly developed grit, tenacity, perseverance, and resilience.</p> <p>This allows them to be flexible and work through and support others through challenges.</p> <p>Feedback and challenges are sought out and used as an opportunity to learn.</p> <p>They understand the importance of these character qualities as essential for creating meaningful change in life, work, and the world.</p>

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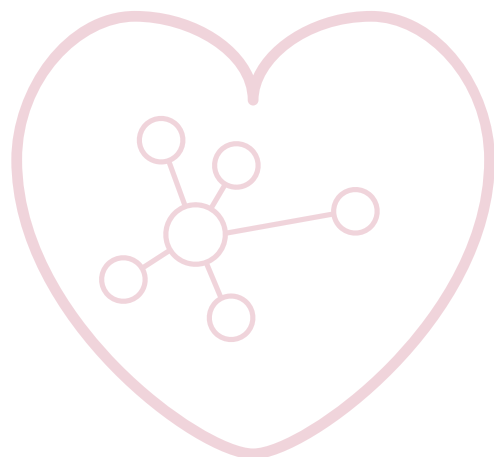


Character Deep Learning Progression (Cont'd)

Learning to deep learn, armed with the essential social and emotional character traits of self-directed learning, grit, tenacity, perseverance, and resilience; the ability to make learning an integral part of living; and to proactively change outcomes for themselves and others.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Empathy, compassion, and integrity in action	Learners have yet to understand how empathy, compassion, and integrity impact learning interactions and broader contexts.	Learners are beginning to understand how empathy, compassion, and integrity impact learning interactions and broader contexts.	Learners understand from personal experience how empathy, compassion, and integrity impact learning interactions and broader contexts. They show genuine commitment to developing these virtues.	Learners self-reflect and are striving regularly to demonstrate empathy, compassion, and integrity in all aspects of learning and life.	Learners demonstrate a high degree of compassion, empathy, and integrity. They hold a high standard for themselves even when it is unnoticed by others. They model sincerity, trustworthiness, fairness, and bravery for others, even when it is inconvenient. They take action when they encounter injustices.
Leveraging digital	Learners use some digital elements during the learning process, but they do not recognize how digital can support their learning and attitude toward learning.	Learners use digital elements to assist with their learning. They are beginning to use digital to develop empathy, compassion, and grit.	Learners regularly use digital elements to advance their learning. They use digital to develop traits like empathy, compassion, and grit.	Learners can articulate how using digital elements enhances their ability to learn from and reflect on their learning and development of traits like empathy, compassion, and grit.	Learners choose and use appropriate digital platforms, tools, and technologies to define and monitor the success of their learning goals and strategies. They use digital elements to support the empathy, compassion, and grit in others.





Citizenship Deep Learning Progression

Thinking like global citizens, considering individual and societal well-being, and global issues based on a deep understanding of diverse values and worldviews, with genuine interest, empathy, compassion, and ability to solve ambiguous and complex real-world problems that impact equity and human and environmental sustainability.



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Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
A global perspective	Learners have an inward view of the world and show little interest in or understanding of issues and perspectives of people beyond their immediate world.	Learners explore or show interest in local or global issues, considering different viewpoints as they try to understand causes and consequences.	Learners show an understanding of local and global issues. They have a clearer sense of concepts such as peace and conflict, global interdependence, and the inequities and injustices that exist in the world.	Learners actively engage in thinking about and take action in response to global issues both individually and collectively. They are beginning to recognize their own agency and respect that they and everyone can contribute in a global society.	Learners think and act as global citizens. They seek out issues of global importance and have a belief that people can make a difference in the world, and they actively engage in making this happen.
Commitment to human equity and well-being through empathy and compassion for diverse values and worldviews	Learners have difficulty understanding, accepting, and appreciating the perspectives of people in cultures different from their own.	Learners are starting to show some awareness of their own identities and cultures and understand a few of the differences from cultures other than their own. Learners still need significant guidance to understand and accept other ways of thinking.	Learners are developing a sense of their individual and cultural identities and know how this affects the way they see the world. With guidance, they are learning to have empathy for and compassion toward other worldviews.	Learners have an open-minded curiosity about different cultures and worldviews that is rooted in a strong awareness of their own. Learners genuinely care about equity, showing empathy and compassion for others.	Learners use their understanding of their own and others' cultures to take action to alleviate inequities. They consider global issues in relation to diverse values and worldviews. They model empathy and compassion as they proactively engage with others to enhance equity and well-being in the world.
Genuine interest in human and environmental sustainability	Learners have a low level of awareness and caring about environmental issues.	Learners recognize how each person's actions impact the human and local environment. With guidance, they are able to build these concepts into their inquiries.	Learners have appreciation of the importance of human and environmental sustainability in the local and/or wider world. They are beginning to build these concepts into their inquiries.	Learners can generate environmentally sustainable solutions that affect the planet and its inhabitants. They are independently applying these concepts into their inquiries.	Learners have a compelling view of human and environmental issues and their importance. They infuse this perspective into their work and actively improve outcomes for human and environmental sustainability.

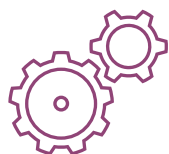


Citizenship Deep Learning Progression (Cont'd)

Thinking like global citizens, considering individual and societal well-being, and global issues based on a deep understanding of diverse values and worldviews, with genuine interest, empathy, compassion, and ability to solve ambiguous and complex real-world problems that impact equity and human and environmental sustainability.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Solving ambiguous and complex problems in the real world to benefit citizens	<p>Learners have a low level of comfort working with real-world challenges and problems.</p> <p>They need tasks identified, framed, or structured for them.</p>	<p>Learners are starting to develop some familiarity with open-ended real-world challenges and problems.</p> <p>They still need some guidance to work out where to start, but a level of comfort with ambiguity is emerging.</p>	<p>Learners have developed interest in open-ended real-world challenges and problems.</p> <p>Learners require only broad parameters to get started on the task and have a developing ability to work with ambiguity.</p>	<p>Learners are motivated to learn more and address real-world challenges and problems that affect local and global citizens.</p> <p>Learners have skill in exploring complex real-world problems that have high levels of ambiguity and no pre-determined solution.</p>	<p>Learners tackle real-world challenges and problems.</p> <p>They can create a perspective or way of looking at the issue rather than needing to have one identified for them.</p>
Leveraging digital	<p>Learners do not yet use digital elements to generate questions and explore global issues.</p>	<p>Learners are beginning to use digital elements to begin to understand issues in their community.</p> <p>They connect with community members through technology and are beginning to understand that digital citizenship means communicating and using technology respectfully.</p>	<p>Learners effectively use digital elements to amplify their connections locally and globally.</p> <p>Learners use digital to connect and understand issues.</p> <p>They are learning that digital citizenship means communicating and engaging with technology in respectful, empathetic, legal, and appropriate ways.</p>	<p>Digital is used to connect and create empathetic global, culturally relevant, equitable, just, and environmentally sustainable solutions.</p> <p>Learners connect digitally with people from a variety of cultures and backgrounds and demonstrate consistently strong digital citizenship behaviors.</p> <p>They can articulate how infusing a digital element has enhanced the global, cultural, and environmental elements of the learning process.</p>	<p>Learners choose and use appropriate digital platforms, tools, and technologies to deepen and enrich their perspectives.</p> <p>Digital technologies enable collaborative examination of complex problems from multiple perspectives.</p> <p>Learners are able to articulate and model digital citizenship in ways that contribute to enhancing equity, justice, and sustainability in different cultures and environments.</p>



Collaboration Deep Learning Progression

Work interdependently and synergistically in teams with strong interpersonal and team-related skills, including effective management of team dynamics and challenges, making substantive decisions together, and contributing to learning from and having an impact on others.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Working inter-dependently as a team	<p>Learners either work individually on learning tasks or collaborate informally in pairs or groups but do not work as a team.</p> <p>Learners may discuss some issues or content together but skip over important substantive decisions (such as how the process will be managed), which has significant adverse impacts on how well the collaboration works.</p>	<p>Learners work together in pairs or groups and are responsible for completing a task in order for the group to achieve its task.</p> <p>Learners are starting to make some decisions together but may still be leaving the most important substantive decisions to one or two members. Group members' contributions may not be equitable.</p>	<p>Learners decide together how to match tasks to the individual strengths and expertise of team members and then work effectively together.</p> <p>Learners involve all members in making joint decisions about an important issue, problem, or process and in developing a team solution.</p>	<p>Learners can articulate how they work together to use each other's strengths to make substantive decisions and develop ideas and solutions.</p> <p>Teamwork is clearly evident in that learners' contributions are woven together to communicate an overarching idea and/or create a product.</p>	<p>Learners demonstrate a highly effective and synergistic approach to work in a way that not only leverages each member's strengths but provides opportunities.</p> <p>Each team member's strengths and perspectives are infused to come to the best possible decision that benefits all.</p>
Interpersonal and team-related skills	<p>Learners may help each other on tasks that contribute to a joint work product or outcome; interpersonal, and team-related skills are not yet evident.</p> <p>Learners do not yet demonstrate a genuine sense of empathy or a shared purpose for working together.</p>	<p>Learners report and demonstrate a sense of collective ownership for the work and are beginning to show interpersonal and team-related skills.</p> <p>Their focus is on achieving a common or joint outcome, product, design, response, or decision. Key decisions may be made or dominated by one or two members.</p>	<p>Strong interpersonal skills, collective ownership for the work, and an active sense of shared responsibility are evident.</p> <p>From beginning to end, learners listen effectively, negotiate and agree on the goals, content, process, design, and conclusions of their work.</p>	<p>Learners can clearly articulate how joint responsibility for the work and its product or outcome pervades the entire task.</p> <p>They show strong skills in listening, facilitation, and effective teamwork and ensure that all voices are heard and reflected in the work and work product.</p>	<p>Learners take active responsibility for ensuring that the collaborative process works.</p> <p>They ensure that each person's ideas and expertise are used to maximum advantage and that each work product or outcome is of the highest possible quality or value.</p>
Social, emotional, and intercultural skills	<p>Learners have a basic sense of awareness about themselves.</p> <p>Learners tend to see things only from their own perspective. In some cases, this may inhibit their ability to form positive relationships.</p>	<p>Learners are finding out about themselves, where they fit in the world, and how their behavior affects other people.</p> <p>This self-awareness is providing a base for better understanding about how others' viewpoints differ from their own.</p>	<p>Learners have an awareness of themselves and where their own perspective comes from.</p> <p>Self-awareness and listening skills allow learners to better understand and empathize with the emotions and viewpoints of others, moving beyond "tolerance" or "acceptance" to genuinely valuing perspectives quite different from their own.</p>	<p>Learners have a strong sense of self and understand where their own perspective comes from and how it differs from others'.</p> <p>Learners listen carefully, empathize with the emotions and viewpoints of others, and use these to enrich their own learning. As team members, they work effectively in ways that support, encourage, challenge, and progress themselves and others.</p>	<p>Learners have highly developed social and emotional skills grounded in a clear sense of their individual and cultural identities.</p> <p>Learners communicate well across cultures and disciplines, work effectively in teams, and form positive relationships. The skills they have developed in understanding the perspectives of others, empathy, and compassion impact team functioning.</p>

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Collaboration Deep Learning Progression (Cont'd)

Work interdependently and synergistically in teams with strong interpersonal and team-related skills, including effective management of team dynamics and challenges, making substantive decisions together, and contributing to learning from and having an impact on others.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Managing team dynamics and challenges	<p>Learners are deeply invested in their own viewpoints, lack the empathy to hear or learn from others, and have difficulty suspending judgment to genuinely listen to others' views.</p> <p>They avoid conflict by deferring to others' views or change views quickly in the face of peer pressure. Teams may get stuck in conflict or move forward in the wrong team direction.</p>	<p>Learners still need guidance to forge and maintain positive working relationships and to resist inappropriate peer pressure.</p> <p>Learners take a more thoughtful approach to dealing with disagreements, asking each member to share their perspective and discussing any differences. They begin to dig beneath those differences to identify what underpins them.</p>	<p>Learners generally work quite effectively in a team, although they are likely to need help with conflict resolution, inappropriate peer pressure, and other challenging issues. Learners are developing the ability to identify what underpins their own and others' points of view.</p> <p>They are getting better at expressing their viewpoints and listening to and learning from others.</p>	<p>Learners are skilled at identifying what underpins their own and others' points of view. They can pick their battles in deciding what to debate.</p> <p>They are building both courage and clarity to express their own viewpoints and listen to and learn from others.</p> <p>Learners are becoming skilled at exploring different opinions in ways that contribute to the learning of others without holding up team progress.</p>	<p>Learners have a deep understanding of what underpins their own and others' points of view, the courage and clarity to effectively express their own viewpoints, and the empathy to hear and learn from others.</p> <p>Learners respectfully explore different opinions in ways that enrich their own and others' learning and thinking.</p> <p>Learners leverage a range of strategies to propose solutions and minimize tensions.</p>
Leveraging digital	<p>Learners use some digital elements to connect and collaborate.</p>	<p>Learners use digital elements to facilitate shared ways of working, learning, and reflecting on group progress.</p>	<p>Learners effectively use digital elements to build interdependence and understand other points of view.</p>	<p>Learners can articulate how using digital elements facilitates interdependence, deepens the nature of collaboration, builds a better sense of shared responsibility, and improves the learning or product.</p>	<p>Learners choose and use appropriate digital platforms, tools, and technologies to enrich their learning and the learning of others.</p> <p>Learners use digital technologies to enable them to work highly effectively and efficiently, regardless of physical location.</p>



Communication Deep Learning Progression

Communicating effectively with a purpose and voice in a variety of modes and tools (including digital) and tailored to impact a range of audiences and learning outcomes.



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Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Communication designed for audience and impact	Learners follow a prescribed format for communicating and may restrict their communication to one particular mode (e.g., written, texting, verbal, visual).	Learners choose from a range of communication modes to convey their message but still need guidance.	Learners are becoming skilled at choosing a range of communication modes and tools to convey their message.	Learners can analyze advantages of using different communication modes and tools. They are beginning to consider how their message will be received by a range of audiences.	Learners are selective about when and how to communicate with a range of specific audiences. They can clearly articulate how and why they make choices about communication modes and tools to convey their impactful message.
Message advocates a purpose and makes impact	The learner's message is unclear. Learners do not yet use communication techniques with intentionality.	The learner's message is coherent. Learners are becoming aware, through trial and error, of ways in which communication techniques (language, tone, timing, organizational patterns, and representational features) can advance credibility.	The learner's message is coherent but the call to action is unclear. Learners are aware of communication techniques (language, tone, timing, organizational patterns, and representational features) but do not use them to their full advantage.	The learner's message is thought provoking but may not inspire change. Learners use communication techniques (language, tone, timing, organizational patterns, and representational features) to communicate effectively but the message may lack impact.	The learner's message is compelling and may challenge thinking or call for action. They skillfully use subtle and overt communication techniques (language, tone, timing, organizational patterns, and representational features) to communicate convincingly.
Reflection to further develop and improve communication	Learners seek feedback from others when directed.	Learners seek feedback from others using checklists or other teacher-directed rubrics and protocols.	Learners seek feedback from others and are beginning to reflect on their communication processes. Learners are developing the ability to monitor, manage, and improve their communication throughout each task.	Learners participate in continuous cycles of feedback and self-reflection to improve upon and refine messages. Learners understand multiple perspectives and can adapt messages.	Learners proactively reflect, revise, and refine communication to be sure their messages will be understood as intended. They seek multiple perspectives and check for personal bias.



Communication Deep Learning Progression (Cont'd)

Communicating effectively with a purpose and voice in a variety of modes and tools (including digital) and tailored to impact a range of audiences and learning outcomes.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Voice and Identity expressed to advance humanity	Learners are unaware of their own voice and identity or the connections to experience, value, culture, and interests.	Learners are exploring their own experiences, values, culture, and interests and are working to articulate their voice and identity. They are beginning to recognize diverse voices and identities of others.	Learners are reflecting on their own experiences, values, culture, and interests and are working to understand how their unique voice and identity can impact others. They are beginning to include diverse voices and identities in their communication.	Learners express themselves authentically and communicate with the intention of improving a condition greater than themselves. Their communication authentically incorporates the voices and identities of those who may not be heard.	Learners express themselves authentically and the impact of this has the transformational power of improving a condition greater than themselves or enriching the understanding of others. They champion for those whose voices and identities may not be heard.
Leveraging digital	Learners occasionally use digital elements for communication or to present findings. Learners use technology but it does not yet contribute to the quality, reach, or speed of communication either within the team or with the audience. Learners have difficulty explaining how digital enhances communication.	Learners use digital elements for communication during the learning process and/or to deliver the key messages to intended audiences. Communication may be more efficient, broader, or faster, but may not significantly enhance the quality of communication. They can articulate how familiar digital tools can enhance communication.	Learners use digital elements effectively to improve both the efficiency and quality of communication during the learning process. Learners use technology to tailor communication of key concepts to different audiences in ways that enhance their understanding and retention of key ideas and concepts. Learners are beginning to explore and reflect upon the effectiveness of new technologies for communication.	Learners can use familiar and newly discovered technologies to clearly articulate how infusing digital elements has enhanced communication aspects. Learners use tools to create messages likely to stick in the minds of the audience and lead them to take action. They regularly consider and reflect on how digital tools enhance the effectiveness and reach of their communication.	Learners choose and use appropriate multi-model digital platforms, tools, and technologies to meet the needs of both the task and their audience. Learners use tools to deepen the efficiency, reach, quality, and value of communication within the team and across audiences. Learners can articulate in detail how each digital element has enhanced communication.



Creativity Deep Learning Progression

Having an “entrepreneurial eye” for economic and social opportunities, expressing oneself in unique ways, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.



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Learning Progressions

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Economic and social entrepreneurialism	Learners have not yet developed an “entrepreneurial eye” for spotting opportunities to create value or meet needs, whether social or economic.	With guidance, learners are beginning to develop an entrepreneurial way of looking for a need, problem, or opportunity in the world that they might be able to solve in a way that generates economic and/or social benefits.	With practice, learners have developed a keen eye to identify opportunities to solve real problems in ways that deliver both social and economic benefits. Learners can identify the resources needed to bring their ideas to life.	Learners have a strong drive to find worthwhile solutions that are economically viable. Learners can visualize what the future could be like and are finding ways to optimize resources to create impactful solutions. Their entrepreneurial spirit embodies innovation, risk taking, vision, and a can-do attitude.	Learners have developed a talent for implementing change that solves real-world problems. Learners can review talents and resources to bring together those needed to make the change happen. They display a relentless drive to question and imagine new futures and take action to improve lives and make change.
Asking the right inquiry questions	Learners struggle to generate significant questions that would inspire deep exploration of issues or problems. They may be able to design an inquiry process if questions are defined for them but are not yet creating questions independently.	Learners can brainstorm inquiry questions to identify authentic needs and opportunities, define real-world problems, and design ways for inquiring into them. They may need guidance (co-constructing questions with a teacher), but the skills are clearly emerging.	Learners have skills in identifying authentic issues and problems and can compose and refine good questions that will advance their inquiry. They can follow a structured process.	The inquiry skills and the process for pursuing understanding are well established; learners can identify authentic, challenging issues and can select an inquiry process to help them understand the issue in a real-world context.	Learners can select and frame complex problems, questions, and wonderings that open up more questions, thinking, and possibilities. They actively grapple to understand “big ideas” and draw from a range of important thinking processes and skills to support their inquiry. They have a genuine curiosity to define and explore issues.
Pursuing and expressing novel ideas and solutions	Learners are in the mindset of looking for a pre-determined or existing solution rather than coming up with original approaches or designs and testing them out to see what works.	Learners’ thinking is grounded in knowledge of existing solutions. Students can build improvements by tweaking and adapting with guidance and prompting. Learners use a limited range of thinking and creativity strategies (such as brainstorming) to generate thinking that is new to them.	Learners challenge their own mindsets by identifying and evaluating promising ideas. They are developing skills in using thinking and creativity strategies. Their expressions and solutions contribute to improvement of what currently exists.	Learners exhibit divergent thinking that questions the status quo. They are skilled in a wide range of thinking and creativity strategies, which they use to generate new possibilities. They actively pursue ideas that are innovative and are not hindered by constraints Their expressions and solutions bring value and originality.	Learners are highly observant and can identify novel ideas and solutions to real problems. Learners draw new connections to their innovative thinking. This leads to fresh applications across diverse disciplines. They confidently express and share their unique perspectives about how to act on their ideas.

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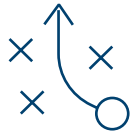


Creativity Deep Learning Progression (Cont'd)

Having an “entrepreneurial eye” for economic and social opportunities, expressing oneself in unique ways, asking the right inquiry questions to generate novel ideas and leadership to pursue those ideas and turn them into action.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Leadership to turn ideas into action	Learners at this level are unlikely to have the skills or confidence to bring together other people to make a vision into a reality.	Learners are developing some leadership skills and can take responsibility for particular parts of a task or experience.	Learners are developing skills in action-oriented leadership and how best to manage their roles so as to balance out competing interests. They are able to see the vision of what success will look like, and they know what it will take to make it happen.	Learners have skills in leadership for action and a can-do attitude that others respond to positively. They organize a plan that leverages their strengths and interests while building the skills.	Learners are skilled at challenging the status quo and bringing people with them to create deep change. They have action-oriented leadership skills and genuine courage to pursue a task. Learners have the perseverance and vision to lead their learning through to outcomes, negotiating any obstacles along the way.
Leveraging digital	Learners use some digital elements during the creative process or to present findings. These elements do not substantially contribute to the efficiency of the process or the quality of the creative products produced.	Learners use digital opportunities to identify and pursue creative ideas. Digital elements make the creative process faster or more efficient but are unlikely to have significantly enhanced the value of what was created.	Learners effectively use digital elements in creative ways and to create new artifacts. They can refine their questions, inquiries, and thinking through the use of digital elements. Learners can explore local opportunities to create new knowledge through the use of digital elements.	Learners can use digital elements to design, identify, and solve challenges in new ways. Learners use technology to enhance and understand the questions they are asking and being asked. They are beginning to broaden their perspectives and explore possibilities for real-world application of their ideas.	Learners choose and use appropriate digital platforms, tools, and technologies to create original works or repurpose existing resources into new or novel artifacts. Learners use technology to inquire, define, and refine questions and realize the full potential of an idea. Learners use technologies to tap new opportunities, partners, or environments.



Critical Thinking Deep Learning Progression

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying and assessing it in the real world.



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Evaluating information and arguments	Learners can find information on any topic, but they have difficulty discerning flaws in the premises, reasoning, assumptions, and/or conclusions of given arguments.	Learners are beginning to evaluate assumptions, premises, reasoning, and conclusions using effective information search skills.	Learners can source and evaluate trustworthy, relevant information. They can intuitively identify strengths and weaknesses but may struggle to articulate their reasoning.	Learners are skilled at determining whether information is trustworthy, relevant, and useful. They can evaluate strengths and weaknesses in an argument and can explain their rationale. They are able to understand opposing viewpoints.	Learners are skilled at determining, both logically and intuitively, whether information is trustworthy, relevant, and useful. They are skilled evaluators of logical arguments and can identify and articulate strengths and weaknesses with clarity and insight. They can defend their position with relevant references to information or data.
Making connections and identifying patterns	Learners are able to see relatively simple patterns and connections when they are pointed out. They are unlikely to realize interdisciplinary connections, (that a concept, a learning process, or one curriculum area is connected to another).	Learners are developing their ability to seek, access, explore, and learn from multiple sources and diverse perspectives and viewpoints to expand thinking toward greater understanding, coherence, and appreciation. They are starting to see patterns and make connections, seeing the whole, not just the parts.	Learners can make connections between significant ideas, topics, questions, issues, and thinking and learning processes they are working with. They are also making some connections across artificial boundaries, such as classes, communities, and cultures; time: past, present, and future; and key learning areas or disciplines.	Learners are able to articulate the importance of identifying patterns and connection-making across artificial boundaries, especially across disciplines. They know that this reflects and strengthens their understanding of the interconnected nature of learning and of the world and how it works.	Learners are skilled in anticipating and analyzing connections, patterns, and relationships. Learners are well equipped to draw from diverse sources to construct deep understanding in an interconnected global world.
Meaningful knowledge construction	Learners can consume and recall information and repeat information in their own words. They are able to respond to direct questions but need guidance to explain their thinking.	Learners begin each experience by exploring what they already know and believe about a topic and use this as the starting point to create new knowledge. Knowledge construction is still "surface level" (limited to interpretation, with minimal use of analysis, synthesis, or evaluation).	Learners are able to find pathways into learning that activate, assess, and build on their existing knowledge and beliefs. They are able to interpret and analyze information and use it to construct meaningful new knowledge but usually only within one discipline at a time.	Learners are able to articulate how they actively create knowledge that is new and usable to them. They are able to interpret, analyze, synthesize, and evaluate information from two or more disciplines or perspectives and make meaningful connections between new ideas and their prior knowledge.	Learners have strong critical thinking and reasoning skills, including interpretation, analysis, synthesis, and evaluation. Knowledge construction is deep, insightful, interdisciplinary or connected across multiple perspectives, and characterized by sound practical thinking.



Critical Thinking Deep Learning Progression (Cont'd)

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying and assessing it in the real world.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Experimenting, reflecting, and taking action on ideas in the real world	Learners tend to see the task and solutions within their own world and struggle to see any wider implications for their learning. They need significant guidance to help them think through how to test out ideas in the real world.	Learners are starting to develop basic skills for experimenting with different ideas and learning what works. They are also learning to think about real-world applications for what they have learned, supported by a teacher who actively scaffolds their thinking. Learners are beginning to apply their learning in different contexts.	Learners are developing the ability to apply logic and reasoning, draw conclusions and design a course of action, and evaluate procedures and outcomes. They are able to adapt, extend, or customize their new knowledge for new, specific situations/contexts, and they apply what they have learned to real-world challenges or situations.	Learners can engage in a process of experimentation to develop rough plans and prototypes and test them out in real-world settings. They can articulate the importance of applying their new knowledge appropriately to new and authentic situations and settings and can explain how they conduct analyses to identify where else this could be applied and how.	Learners routinely apply learning in new and practical ways. They reflect on their own processes, adapt as necessary, and work out how to transfer knowledge into new contexts and take action that makes some difference, based on what they discovered. They have likely identified processes that are effective for identifying and evaluating ideas for creative applications of the knowledge in new contexts.
Leveraging digital	Learners do not yet use digital elements to contribute to the generation of significant questions, the construction of new knowledge, the making of connections, developing ways of thinking together, or the application of learning to new contexts.	Learners are beginning to use digital elements to generate questions and find patterns, and as a tool for developing thinking together. They are beginning to make connections between concepts and deepen their critical thinking skills.	Learners use digital elements to generate questions and find patterns and as a tool for developing thinking together. They make connections between concepts and are beginning to deepen their critical thinking skills.	Learners effectively use digital elements to generate significant lines of inquiry, explore the topic across multiple disciplines, identify patterns and connections, and deepen their critical thinking skills. They use digital elements as tools to enable thinking together and find new contexts for the application of new knowledge.	Learners choose and use appropriate digital platforms, tools, and technologies to deepen the quality and value of their evaluative thinking. They can locate and curate digital information and resources. Learners use digital tools to identify patterns and make connections across multiple contexts. Learners articulate in detail about how each digital element has enhanced their ability to think critically and apply that understanding to new and different real-world contexts.



Character | Student-Friendly Deep Learning Progression

Learning to deep learn, to keep trying, to have integrity, empathy, and compassion, and to always be a learner.



Learning Progressions

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Proactive stance toward life and learning to deep learn	<p>I am not clear about what I need to learn and why I need to learn it.</p> <p>I can complete tasks my teacher prepares for me, but I need help to reflect on and understand how I am doing with a task.</p> <p>Learning is not a positive experience for me yet.</p>	<p>With help, I can identify what I know, what I need to learn, and why.</p> <p>With help, I can choose a topic and find the information I need.</p> <p>I am learning to see peer and teacher feedback as opportunities to learn and improve.</p> <p>I think I can learn and achieve.</p>	<p>I can describe what I am interested in, what I know, what I need to learn, and why I need to learn it.</p> <p>I can choose a topic and create/design a project to help my learning.</p> <p>I listen to peer and teacher feedback and use it to improve the way I learn.</p> <p>Learning is a positive experience and it leads to a feeling of accomplishment and achievement.</p>	<p>I understand what I need to learn and am skilled at working out how to learn it.</p> <p>As I learn, I reflect on my progress and seek feedback to improve my learning.</p> <p>I use what I learn to help improve current and future projects. I enjoy learning and see it as a way to improve my life. I try to balance work with play.</p>	<p>I have the skills to find and create my own learning opportunities.</p> <p>I am continually building the knowledge and skills that help me succeed in life.</p> <p>I create meaningful solutions that impact my life and the world.</p> <p>I actively seek out feedback and use it to better understand how I learn and what helps me grow. I look for any opportunity to learn something new, even when it's challenging. I balance work with play.</p>
Grit, tenacity, perseverance, and resilience	<p>I usually give up when I face an unexpected challenge or receive negative feedback.</p> <p>When a task or experience is too hard, I am unable to work through the challenge to find a solution.</p>	<p>I need a lot of support to deal with setbacks, negative feedback, and difficult challenges.</p> <p>I am starting to work through challenges but still need to be supported and encouraged not to give up.</p>	<p>I am learning to persevere and to not give up even when tasks are challenging.</p> <p>Major setbacks or difficulties may throw me off track sometimes, but I can deal with small or medium challenges by pausing, reflecting, adapting, and finding new solutions.</p>	<p>I persevere and never give up, even when working on the most challenging tasks.</p> <p>When faced with major setbacks or negative feedback, I pause, reflect, adapt, and work through the challenge to find a solution.</p> <p>I understand and can talk about why the character qualities are important for my life.</p>	<p>My grit, tenacity, perseverance, adaptability, and resilience allow me to work through any challenge or setback and to help others do the same.</p> <p>I seek out feedback and use it to help my learning.</p> <p>I understand that the character qualities are essential for creating meaningful change in my life and the world.</p>



Character (Cont'd) | Student-Friendly Deep Learning Progression

Learning to deep learn, to keep trying, to have integrity, empathy, and compassion, and to always be a learner.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Empathy, compassion, and integrity	I am not sure about what other people might feel like when I am interacting with them or when I hear about issues happening in the world.	I am beginning to put myself in others' shoes. I can sometimes see what their experiences must be like.	More and more, I can imagine how others experience the world, even though I may not have experienced these things myself. I would like to be courageous about doing the right thing—whether it's in class or beyond it. I want to develop empathy, compassion, and integrity in order to be a better person.	I regularly reflect about how I can feel more empathy and show more compassion for others. This is an authentic goal for me. I strive to be courageous within the class and beyond it.	I regularly show and model compassion, empathy, and integrity, even when no one notices or when it is inconvenient to do so. Virtues such as sincerity, fairness, trustworthiness, and bravery matter to me and it's how I wish others to describe me and the work I do.
Using technology for learning (leveraging digital)	I use some digital during the learning process, but I don't see how it supports my learning.	I use digital to assist with my learning occasionally. I am beginning to use digital to develop empathy, compassion, and grit.	I regularly use digital to support my learning and I understand how digital can deepen traits like empathy, compassion, and grit.	I know and can explain how digital helps me to learn and reflect and develop traits like empathy, compassion, and grit.	I effortlessly use technology to help me throughout my learning experience. I use digital to support others with their learning by encouraging them and providing feedback.





Citizenship | Student-Friendly Deep Learning Progression

Thinking like global citizens and considering global issues with empathy and compassion.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
A global perspective	I care about my own life and I am not interested in what happens in my own neighbourhood or country.	I am starting to explore and develop interest in local and global issues. I consider these issues from different viewpoints and try to understand why people view issues differently and why these differences are important.	I am actively engaged with the world and interested in its problems and challenges. I am beginning to understand that what happens in one part of the world affects other parts as well. I know that injustices exist, and I want to help make a difference in others' lives and the world.	Individually and with others, I think about and take action on issues affecting our world. I understand that I live in a global, connected world and that this perspective is important in the way I live my life every day. I see that everyone has a role to making the world better.	I think and act as a global citizen. I believe that people can make a difference in the world, and I work hard to make change happen in my community and beyond.
Commitment to human equity and well-being through empathy and compassion for diverse values and worldviews	I see the world from my own perspective and don't understand or appreciate the perspectives of people in different cultures.	With help, I am beginning to understand my own culture and some differences of other cultures.	I am beginning to understand that who I am and how I see the world is influenced by where I was born and how I was raised. With guidance, I am learning to understand what the experiences of others might be like and respect other cultures' values and worldviews.	I really care about the world and everyone who lives in it. I am curious about different cultures and worldviews and have a strong understanding of my own. I care about the welfare of people from across the world, even though I don't know them.	I use my strong understanding of my culture and other cultures to better understand global issues from different points of view. When I speak up for others (who can't speak up for themselves), I am helping to make the world better. It is this wider view that allows me to take action to improve the human condition in small and big ways.
Genuine interest in human and environmental sustainability	I am not very aware of or concerned about issues relating to the environment.	I recognize that everybody's actions have an impact on the environment. With help, I can think of ideas that benefit the earth and its people. I am starting to see change opportunities in my local environment.	I understand that caring for the environment is important for our survival as human beings. The solutions I create take into account the environment and the threats it is facing.	I understand and appreciate the importance of the environment for human life and survival. I care about environmental issues and can generate sustainable solutions that affect the planet and its inhabitants.	I have a strong understanding of environmental issues and their importance. My understanding of the issues and care for the environment allow me to act in ways that create positive, lasting change.

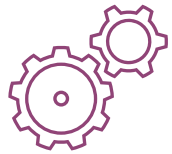


Citizenship (Cont'd) | Student-Friendly Deep Learning Progression

Thinking like global citizens and considering global issues with empathy and compassion.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Solving ambiguous and complex problems to benefit citizens	I am not comfortable working with the world's issues, challenges, or opportunities. I prefer to work on tasks that have clear solutions and steps for finding them.	With guidance, I am starting to feel comfortable working on real-world challenges that do not have set solutions.	I need a little help getting started on a task, but I feel comfortable working on open-ended, real-world challenges.	I am interested in and comfortable working on real-world challenges that affect people in my community and the world. I feel comfortable with tasks that do not have set solutions.	I am skilled and interested in working on real-world tasks that are open-ended and unstructured. I am comfortable creating new ways of looking at complex issues and do not need an approach framed for me.
Using technology for learning	I do not yet use technology to learn about issues.	I can use technology to connect to others and understand their context. I am learning about digital citizenship and usually communicate respectfully when using technology.	I use technology to improve my understanding of local, global, cultural, and environmental issues. Technology allows me to create solutions for a multicultural audience and contribute to sustainability and social justice. When I communicate using technology I respect laws, digital etiquette, and the feelings of other people, even if I don't know them.	I can describe how technology improves my global, environmental, and cultural understandings. Technology allows me to create relevant, equitable, fair, and sustainable solutions to benefit humankind and our planet. I model digital citizenship skills.	I effortlessly use technology to improve my global, environmental, and cultural understandings. I am able to transfer and apply these understandings to new challenges or contexts. I can clearly describe how technology enhances my products or solutions to global challenges of equity, justice, and sustainability. I encourage others to be good digital citizens.



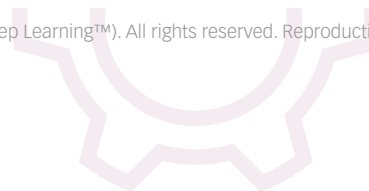
Collaboration | Student-Friendly Deep Learning Progression

Working interdependently and with others, making important decisions together, and learning from and contributing to the learning of others.



	 Limited Evidence	 Emerging	 Developing	 Accelerating	 Proficient
Dimension					
Working interdependently as a team	<p>When working on a group task, I often work by myself instead of working together with my team.</p> <p>I discuss some of the work with my team but do not discuss many important decisions.</p>	<p>I can work with others to successfully complete a team task, but we have a hard time making sure that every group member is able to contribute equally.</p> <p>Important group decisions are usually made by one or two members instead of the whole group.</p>	<p>When I work in pairs or in a group, we agree how to share jobs fairly so that the group achieves its best work.</p> <p>We involve all group members in making important decisions about the task.</p>	<p>I can explain how my group uses all our strengths in the best possible way to develop our solution.</p> <p>Each team member clearly contributes to the final product or solution.</p>	<p>When working in groups, I find ways not only to use my own and others' strengths but also to build on our strengths and learn new skills.</p> <p>I understand the importance of group decision-making and make sure that all team members are able to contribute to our solutions.</p>
Interpersonal and team-related skills	<p>I may help or work with others on tasks, but I often don't understand why we are working together or the best way to go about it.</p>	<p>When working in a group, I am aware of the common goal or solution that we are all working to achieve.</p> <p>Key group decisions are often made by one or two group members rather than the whole group.</p>	<p>I work well with others, and our team effort makes the learning experience more successful.</p> <p>I talk with and listen to my group members and we agree upon plans and desired outcomes of our work.</p>	<p>I understand and can clearly explain how each member of my team works together to produce our best work.</p> <p>I work with others to resolve conflicts and to achieve group goals.</p> <p>I am a very good listener and make sure that everyone's voice is heard and appreciated in the way we work together.</p>	<p>I work with other members of my group to make sure our collaborative process is as effective as possible.</p> <p>I make sure that everyone's ideas, knowledge, and abilities are heard and valued.</p> <p>I make sure that our work is the best it can be.</p>
Social, emotional, and intercultural skills	<p>I am beginning to see that my behavior has an impact on others but still have trouble seeing things from other people's perspectives.</p> <p>I sometimes struggle to form positive relationships with my group members.</p>	<p>I am developing a better understanding of who I am and what I am interested in.</p> <p>I see how my behavior affects others and know that people may have different feelings and opinions than my own.</p>	<p>I understand who I am as a person and why I have my perspectives.</p> <p>I listen to and understand other people's viewpoints, and I value their perspectives even if they differ from my own.</p>	<p>I have a strong sense of who I am.</p> <p>I fully understand my own perspectives and know how and why they differ from others'.</p> <p>I listen to the emotions and viewpoints of others and use them to improve my own learning.</p> <p>In teams, I work in ways that help me grow as a person and that help my team members grow as well.</p>	<p>My social and emotional skills show that I have a strong sense of myself and my culture.</p> <p>I communicate respectfully with everyone and form positive relationships with team members.</p> <p>I understand other people's perspectives and am able to change my behavior after listening to others.</p>

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Collaboration (Cont'd) | Student-Friendly Deep Learning Progression

Working interdependently and with others, making important decisions together, and learning from and contributing to the learning of others.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Managing team dynamics and challenges	When working in groups, I have trouble listening to or accepting viewpoints that are different from my own, or I avoid conflict by not sharing my own ideas. This negatively impacts my team and our work.	I need help forming positive relationships with my group members. I am learning to handle disagreements by listening to the perspectives of others, but we have trouble working through our differences.	I most often work well as a team member but sometimes need help solving problems and challenges. I respectfully share my viewpoints and learn from the viewpoints of others. I am beginning to understand why people view things the way they do.	I understand my own and others' points of view and know what goes into our beliefs. I share my own views and listen to and learn from the views of others without holding up our team's progress.	I firmly understand my own and others' points of view, clearly express my own viewpoints, and consistently learn from others. I respect group members' opinions in ways that help us grow and achieve our common goal.
Using technology for learning (leveraging digital)	I can use some technologies to collaborate with others.	I can use technology to work with others and monitor our group effectiveness.	I use technology to work independently and collaboratively. Technology allows me to understand and appreciate others' points of view.	I can clearly describe how technology improves how we work together, how we share responsibilities, and how we make decisions about important aspects of our work.	I effortlessly use technology to collaborate effectively, working and thinking in new and deeper ways. Technology allows me to work in ways that suit my needs. Technology allows all our team members to make significant contributions to the task.



Communication | Student-Friendly Deep Learning Progression

Communicating clearly, in a variety of ways, and for specific audiences.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Communication designed for audience and impact	<p>I find it difficult to express myself clearly through talking or writing.</p> <p>I rely on the teacher's direction and examples/models.</p>	<p>I am starting to understand different ways to communicate.</p> <p>I need help to present my thoughts in a way others can understand.</p>	<p>I can make myself clear to others when sharing my thoughts. I make choices on what format to use to get my message across.</p> <p>I can connect and communicate more than a single idea and in more ways than one.</p>	<p>I know the qualities of different formats and what are the advantages of using some rather than others.</p> <p>I can use different tools and processes to express myself clearly in multiple ways.</p> <p>The way I choose to communicate makes sense to others.</p>	<p>I can express myself in different ways, depending on the situation, and can clearly communicate why I chose to express myself in that way.</p> <p>My communication is clear and connected and makes it easy for audiences to understand what I am trying to express.</p>
Message advocates a purpose and makes an impact	<p>I communicate in ways that I am comfortable with but don't always make sense to my audience.</p>	<p>I am starting to consider who needs to understand my message.</p> <p>I need some help to make sure my communication choices are suitable and helpful.</p> <p>I am becoming aware of different ways I can express myself.</p>	<p>I understand that the way I communicate should depend on the type of audience I am hoping to reach.</p> <p>I know some effective ways of communicating with specific audiences.</p> <p>My communication is relevant to my audience and allows them to understand my points.</p> <p>My message does not yet encourage my audience to take action.</p>	<p>I think about and research my audiences' needs before designing my communication.</p> <p>I understand that messages are "heard differently," depending on audience members' life experiences.</p> <p>I know how to design communication that is relevant and adds value for my audience.</p> <p>My message is clear, but it doesn't inspire others to take action.</p>	<p>I can excite and motivate my audience in ways that make them care about my message.</p> <p>I use my knowledge and intuition to challenge audiences beyond what they already think, know, or feel.</p> <p>I know how to create messages that will stick in the minds of my audience and change the way they think and act.</p>





Communication (Cont'd) | Student-Friendly Deep Learning Progression

Communicating clearly, in a variety of ways, and for specific audiences.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Reflection to further develop and improve communication	<p>I communicate with others without thinking much about how well I am getting my message across.</p> <p>I consider the suggestions I get but I don't ask others for feedback.</p>	<p>I am beginning to understand that the way I communicate matters and that clear communication helps me work better with others.</p> <p>With some help, I am starting to think about how to improve my communication based on my experiences.</p> <p>I use checklists and rubrics to support my reflection.</p>	<p>I am beginning to monitor, manage, and improve my communication throughout each task.</p> <p>I see that this has resulted in better communication and outcomes.</p>	<p>I regularly seek out feedback. I also reflect on my own in order to improve. I use many different perspectives to adapt, revise, and improve, even if it means making substantial changes to my original work.</p>	<p>I am aware of how I communicate and take initiative to review and change how I communicate from moment to moment.</p> <p>I seek out opportunities to continuously improve my communication and interpret feedback as an opportunity for growth. I also check my own personal bias or other barriers that may limit my ability. I can reach my intended audiences.</p>
Voice and Identity expressed to advance humanity	<p>I am not sure how I connect the way I communicate with who I am.</p>	<p>I am beginning to understand that I am unique. My culture and background make me who I am and how I communicate. I am beginning to see that in others as well.</p>	<p>I attempt to communicate using my own unique voice, which is informed by my own culture, background, and interests. I am beginning to include voices and identities of others as I communicate.</p>	<p>I can usually express myself honestly and communicate to influence change. When I communicate, I also consider the voices and identities of those who may not be heard.</p>	<p>I can express my true self. When I communicate, it has impact on others and generates positive change. I am a champion for those whose voices and identities may not be heard.</p>
Using technology for learning (leveraging digital)	<p>I sometimes use technology to communicate with my team but I do not understand how it can make communication better.</p>	<p>I can use technology as a tool to communicate what I am learning or to give key messages.</p> <p>Technology allows me to reach new audiences.</p>	<p>I use technology to communicate efficiently.</p> <p>Technology allows me to create high-quality products with clear messages.</p> <p>I can use technology to adapt my presentations for different audiences so that they can each understand and remember my key ideas.</p>	<p>I can describe how technology improves the way I communicate and helps me learn.</p> <p>Technology allows me to communicate with others in ways that are memorable and stimulate them to take action.</p>	<p>I effortlessly use technology to work efficiently, create high-quality products, and communicate effectively with others.</p> <p>I can clearly describe how technology enhances my ability to communicate and how it influences others to take action.</p> <p>I am comfortable using technologies that are new to me to communicate with others and can do so effectively.</p>



Creativity | Student-Friendly Deep Learning Progression

Being able to see and take opportunities, creating new ideas or products, leading others.



Learning Progressions

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Economic and social entrepreneurialism	I have trouble noticing when there is an opportunity to create something that is needed by other people.	With some help, I am learning to see that a problem or need is an opportunity to challenge myself and create something valuable.	I am able to find opportunities to solve real-world problems in ways that can help others. I can share my ideas with others and gather a team to put my ideas into action.	I enjoy seeking out and solving real-world problems. My solutions are realistic and practical. I clearly see how I can change things for the better. I am good at working with others to create solutions. I am innovative, a risk taker, and have a can-do attitude.	I can find opportunities where others cannot. I can create solutions for real-world problems and can imagine and describe new futures where lives are better and the world is changed. I can share my ideas with others and invite them to join my team to make our vision come true. We make things happen.
Asking the right inquiry questions	I may be interested in a topic, but I am not sure about how to really explore it. I need help to know how to find further information and what to look for.	With help, I am learning to ask relevant questions about topics that interest me.	I can identify real-life issues or challenges and come up with good inquiry questions to address them. I still need some help to design an inquiry or problem-solving process.	I can identify real-world and controversial issues and define what the challenge is. I understand the issue from different perspectives and come up with important questions to help design a solution.	I am good at framing problems and can pose questions in ways that open up thinking and possibilities. I can generate and work with "big ideas" using reliable thinking processes. I am curious and believe that things are not "carved in stone." I can challenge what exists and make it better.
Pursuing and expressing novel ideas and situations	When I face a challenge, I look for what others did or the tools they used to solve it. If a solution looks like a good one, I will use it without considering others' ideas.	When facing a challenge, I look for different solutions that may have been tried. With some help, I try to adapt these to suit my goals. I know and can use some strategies that help me work or think in new ways.	When facing a challenge, I can imagine and create new solutions or ideas. I can organize my creative thoughts in a way that helps me come up with promising ideas. I often use "what if" thinking to create or add value to what already exists.	When facing a challenge, I think about how and why previous solutions worked and what I can do to make them even better. I encourage and consider other people's ideas, looking for opportunities in the different points of view. I am happy to take risks in creating solutions. I ensure that my solution addresses the issues and adds something of real value.	When facing a challenge, I not only come up with "game-changing" solutions but know how to build a plan and use the right resources to make it happen. I can change problems into opportunities and develop solutions based on multiple perspectives. I think outside the box and my solutions make a real difference in people's lives.

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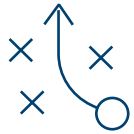
Creativity (Cont'd) | Student-Friendly Deep Learning Progression

Being able to see and take opportunities, creating new ideas or products, leading others.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Leadership to turn ideas into action	I have ideas, but I am not ready to share these ideas or bring people together to make them a reality.	I am becoming more confident as a leader. I am willing to share some of my ideas with others. I am beginning to take responsibility for parts of certain tasks.	I recognize my own strengths and the strengths of others and can see how different strengths fit together to achieve certain results. I know that to be successful I need to promote collaboration and compromise to meet goals.	I recognize and use the skills and interests of team members to meet our goals. I can motivate others to take on an active role in our creative process. I build skills and understanding in others. My teammates respect the way I work with them.	As a leader, I persevere and share my positive attitude with others. I can work out problems and inspire others to do the same. I understand what I need to do to create successful change and how to communicate this to my team.
Using technology for learning (leveraging digital)	I can use some technologies to create products or demonstrate my ideas.	Technology allows me to efficiently and effectively identify, investigate, and pursue my ideas.	I can use technology to create, support, and improve new ideas or products. I can use technology to refine my questions, inquiries, and thinking as well as create new knowledge or products.	I use technology to design, identify, and solve challenges in new ways. I also use it to enhance and understand the questions I am asking and being asked. I use technology to consider how I might apply my ideas in the real world.	I effortlessly use technology to develop new and creative ideas into products or processes that can impact the real world. I tap new opportunities and find new partners and discover new places that can broaden my learning.





Critical Thinking | Student-Friendly Deep Learning Progression

Evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Evaluating information and arguments	<p>I can find information on a topic using my computer or by asking an adult, but I have trouble knowing how trustworthy or useful the information is.</p> <p>I copy and share what I have found or heard without thinking about and trying to improve it.</p>	<p>I can usually find the information I need.</p> <p>I am starting to be able to decide if that information is true, relevant, and useful.</p> <p>There are some arguments that I disagree with or that don't make sense, but I have trouble explaining why I feel this way.</p>	<p>I can find and evaluate information easily.</p> <p>I can distinguish between good and bad arguments and am beginning to be able to explain why an argument does or does not make sense.</p>	<p>I am highly skilled at finding and evaluating information.</p> <p>I can explain how I evaluate information but may not always demonstrate the correct understanding of the information or argument.</p>	<p>I can analyze different sources of information and comment on why I am using the data I have selected.</p> <p>I have a clear understanding of whether information is trustworthy, relevant, and useful, and can explain my thinking to others.</p> <p>I only select information I know is right, clear, and adds value to what I am trying to prove, say, or do.</p>
Making connections and identifying patterns	<p>I understand that when learning about something, information and ideas connect (relate) to each other.</p> <p>I have trouble making these connections by myself.</p>	<p>I am beginning to understand that I can seek, access, and explore information in many different ways.</p> <p>I am beginning to connect what I am learning with what I already know.</p> <p>With help, I am able to make connections and expand my understanding.</p>	<p>I can connect what I know with what I learn and expand my understanding of a topic.</p> <p>I am able to make some difficult connections, such as across classes, cultures, periods of time, or multiple key learning areas.</p>	<p>I understand that looking at a topic or task from different points of view is an important part of learning.</p> <p>I am able to make connections between and across subject areas.</p>	<p>I am skilled at making connections, identifying patterns, and seeing relationships.</p> <p>I can use the connections I see to understand topics or themes deeply.</p> <p>I understand that the world is full of conflicting information and am able to decide which information is most relevant and useful.</p>
Meaningful knowledge construction	<p>I can find information on a topic but have trouble engaging with the information in a meaningful way.</p> <p>I understand what I see or hear but don't think about how to improve it.</p>	<p>I am beginning to be able to explore what I already know and use this as a starting point for new learning.</p> <p>I try to improve the information I see or hear but don't use evidence to back up my thinking.</p>	<p>I can use a number of strategies to find and create new knowledge and beliefs.</p> <p>I can evaluate information and use it to answer questions in class but usually don't make connections between subject areas.</p>	<p>I am able to think about topics in new and exciting ways and can explain why my new knowledge is useful.</p> <p>I make meaningful connections and clearly understand why they are important in my life.</p>	<p>I can analyze, interpret, synthesize, and evaluate information.</p> <p>I am skilled at looking at topics from different points of view and then creating my own opinion about them.</p> <p>I reflect on and evaluate how and what I learn and improve my own learning outcomes.</p>



Critical Thinking (Cont'd) | Student-Friendly Deep Learning Progression

Evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.



Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Experimenting, reflecting, and taking action on ideas in the real world	<p>I can understand the task but often don't see how it fits in with who I am and what is important to me.</p> <p>Sometimes, with help, I can test my ideas out in different and relevant ways.</p>	<p>I am beginning to learn how to experiment with different ideas and figure out what works best for a particular task.</p> <p>With some help, I can see how I can use what I have learned in a different subject or class or even outside school.</p>	<p>I can think about the impact of my ideas and design new courses of action to improve outcomes.</p> <p>I use what I have learned in one task to solve new or different tasks.</p> <p>I use techniques I learn in class to solve problems in my life and the world.</p>	<p>I can test and evaluate my solutions in diverse settings to find out which are most effective.</p> <p>I reflect on my work and can explain why it is successful and how I could apply what I learn in different situations.</p>	<p>I can regularly apply what I learn in different contexts, adapting and transferring my knowledge as needed.</p> <p>I understand how to evaluate ideas and their potential for success in new contexts.</p>
Using technology for learning (leveraging digital)	<p>I have difficulty in using technology to help me learn, to connect my ideas and with others.</p>	<p>I can use technology as a tool to produce questions, to connect, and to develop my thoughts.</p>	<p>I use technology to generate and explore important ideas.</p> <p>I can use technology to connect with others and explore ways to apply new knowledge.</p>	<p>I can use a variety of technologies to evaluate, generate, and explore both new and unfamiliar concepts and arguments.</p>	<p>I effortlessly use technology to help me think critically about issues and share and develop this thinking with others.</p> <p>I can clearly describe how technology enhances my ability to think critically.</p> <p>In new contexts, I can use technology as a tool to think and work effectively.</p>