

STUDENT LEARNER COMPETENCIES Grades Kindergarten- 2

CREATIVITY An individual’s ability to personally interpret experiences, imagine and play with new possibilities, and create approaches that are novel, useful, and valued by the world around them.

Creativity...	4	3	2	Beginning Goals
	I have done everything in level 3 +	I have done everything in level 2 +	I have done everything in level 1 +	
<p>SELF-AWARENESS Thinking about personal interests, strengths, inhibitions, and past experience throughout the creative process. Drawing on prior understanding to discover and interpret meaningful challenges.</p>	<ul style="list-style-type: none"> • Student combines and begins to organize elements in new ways. (independently) • Student shares personally meaningful connections and develops interests and strengths. (independently) 	<ul style="list-style-type: none"> • Student explores combining elements in new ways. (with limited guidance and support) • Student shares personally meaningful connections and develops interests and strengths. (with limited guidance and support) 	<ul style="list-style-type: none"> • Student is beginning to understand that elements can be combined in new ways. (with guidance and support) • Student shares personally meaningful connections and develops interests and strengths. (with guidance and support) 	<ul style="list-style-type: none"> • Student shares personally meaningful connections and develops interests and strengths. (not yet able)
<p>CULTIVATING & EVALUATING IDEAS Seizing personally meaningful insights and connections to imagine new possibilities, evaluating ideas for both novelty and effectiveness, testing boundaries, and identifying constraints.</p>	<ul style="list-style-type: none"> • Student revises elements to adapt to new developments. (independently) • Student explores connections between the task and familiar experiences while also identifying an appropriate approach to pursue ideas. (independently) 	<ul style="list-style-type: none"> • Student reconsiders elements to adapt to new developments. (with limited guidance and support) • Student explores connections between the task and familiar experiences while also identifying an appropriate approach to pursue ideas. (with limited guidance and support) 	<ul style="list-style-type: none"> • Student is beginning to learn that elements can change based on new developments. (with guidance and support) • Student explores connections between the task and familiar experiences while also identifying an appropriate approach to pursue ideas. (with guidance and support) 	<ul style="list-style-type: none"> • Student explores connections between the task and familiar experiences while also identifying an appropriate approach to pursue ideas. (not yet able)
<p>TOLERATING RISK & AMBIGUITY Dealing with uncertainty, taking risks, and balancing novel possibilities with limitations and norms, throughout the creative process.</p>	<ul style="list-style-type: none"> • Student incorporates new approaches that diverge from conventional thinking. (independently) • Student tries to keep an open mind, take risks, and deal with uncertainty throughout the learning process. (independently) 	<ul style="list-style-type: none"> • Student considers new approaches that diverge from conventional thinking. (with limited guidance and support) • Student tries to keep an open mind, take risks, and deal with uncertainty throughout the learning process. (with limited guidance and support) 	<ul style="list-style-type: none"> • Student is considering new approaches to knowledge construction. (with guidance and support) • Student tries to keep an open mind, take risks, and deal with uncertainty throughout the learning process. (with guidance and support) 	<ul style="list-style-type: none"> • Student tries to keep an open mind, take risks, and deal with uncertainty throughout the learning process. (not yet able)
<p>EXPERIMENTING & VALIDATING Exploring and creating to test the relevance and effectiveness of an idea. Overcoming setbacks, innovating through an iterative cycle, and communicating ideas to understand the perspective of others.</p>	<ul style="list-style-type: none"> • Student researches to answer questions surrounding a topic. (independently) • Student follows steps for developing an idea into a solution; adapts an exemplar to reflect their own idea and interpretation. (independently) 	<ul style="list-style-type: none"> • Student feeds curiosity by formulating questions around a topic. (with limited guidance and support) • Student follows steps for developing an idea into a solution; adapts an exemplar to reflect their own idea and interpretation. (with limited guidance and support) 	<ul style="list-style-type: none"> • Student is beginning to demonstrate a curiosity towards a topic. (with guidance and support) • Student follows steps for developing an idea into a solution; adapts an exemplar to reflect their own idea and interpretation. (with guidance and support) 	<ul style="list-style-type: none"> • Student follows steps for developing an idea into a solution; adapts an exemplar to reflect their own idea and interpretation. (not yet able)

<p>MONITORING & ADAPTING</p> <p>Recognizing patterns and growth in one's own work and ideas, integrating feedback and ideas of others, continuing to seek out new experiences, and developing a driving purpose.</p>	<ul style="list-style-type: none"> • Student considers feedback from multiple perspectives and reflects on the value of the innovation. (independently) • Student shares personally meaningful connections and develops interests and strengths (independently) 	<ul style="list-style-type: none"> • Student shares and discusses new ideas with others. (with limited guidance and support) • Student shares personally meaningful connections and develops interests and strengths (with limited guidance and support) 	<ul style="list-style-type: none"> • Student is learning to appreciate new ideas and constructs. (with guidance and support) • Student shares personally meaningful connections and develops interests and strengths (with guidance and support) 	<ul style="list-style-type: none"> • Student shares personally meaningful connections and develops interests and strengths (not yet able)
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STUDENT LEARNER COMPETENCIES Grades 3-5

CREATIVITY An individual’s ability to personally interpret experiences, imagine and play with new possibilities, and create approaches that are novel, useful, and valued by the world around them.

Creativity...	4	3	2	Goals
	I have done everything in level 3 +	I have done everything in level 2 +	I have done everything in level 1 +	
SELF-AWARENESS Thinking about personal interests, strengths, inhibitions, and past experience throughout the creative process. Drawing on prior understanding to discover and interpret meaningful challenges.	<ul style="list-style-type: none"> • Student reflects and seeks to find solutions and realize new patterns and structures. (independently) • Student considers personal interests, strengths and past experiences when choosing a challenge from options. (independently) 	<ul style="list-style-type: none"> • Student combines and begins to organize elements in new ways. (with limited guidance and support) • Student considers personal interests, strengths and past experiences when choosing a challenge from options. (with limited guidance and support) 	<ul style="list-style-type: none"> • Student explores combining elements in new ways. (with guidance and support) • Student considers personal interests, strengths and past experiences when choosing a challenge from options. (with guidance and support) 	<ul style="list-style-type: none"> • Student considers personal interests, strengths and past experiences when choosing a challenge from options. (not yet able)
CULTIVATING & EVALUATING IDEAS Seizing personally meaningful insights and connections to imagine new possibilities, evaluating ideas for both novelty and effectiveness, testing boundaries, and identifying constraints.	<ul style="list-style-type: none"> • Student evaluates elements to adapt to new developments. (independently) • Student independently conveys ideas, evaluates all and eliminating those that are not appropriate to context or task. (independently) 	<ul style="list-style-type: none"> • Student revises elements to adapt to new developments. (with limited guidance and support) • Student independently conveys ideas, evaluates all and eliminating those that are not appropriate to context or task. (with limited guidance and support) 	<ul style="list-style-type: none"> • Student reconsiders elements to adapt to new developments. (with guidance and support) • Student independently conveys ideas, evaluates all and eliminating those that are not appropriate to context or task. (with guidance and support) 	<ul style="list-style-type: none"> • Student independently conveys ideas, evaluates all and eliminating those that are not appropriate to context or task. (not yet able)
TOLERATING RISK & AMBIGUITY Dealing with uncertainty, taking risks, and balancing novel possibilities with limitations and norms, throughout the creative process.	<ul style="list-style-type: none"> • Student seeks out and follows untested approaches to new patterns of thinking (independently) • Student understands the need to balance imaginative possibilities with real-world constraints. (independently) 	<ul style="list-style-type: none"> • Student incorporates new approaches that diverge from conventional thinking. (with limited guidance and support) • Student understands the need to balance imaginative possibilities with real-world constraints. (with limited guidance and support) 	<ul style="list-style-type: none"> • Student considers new approaches that diverge from conventional thinking. (with guidance and support) • Student understands the need to balance imaginative possibilities with real-world constraints. (with guidance and support) 	<ul style="list-style-type: none"> • Student understands the need to balance imaginative possibilities with real-world constraints. (not yet able)
EXPERIMENTING & VALIDATING Exploring and creating to test the relevance and effectiveness of an idea. Overcoming setbacks, innovating through an iterative cycle, and communicating ideas to understand the perspective of others.	<ul style="list-style-type: none"> • Student persists to acquire a thorough understanding of a topic. (independently) • Student thinks through and utilizes a familiar process for developing an idea into a relevant solution. (independently) 	<ul style="list-style-type: none"> • Student researches to answer questions surrounding a topic. (with limited guidance and support) • Student thinks through and utilizes a familiar process for developing an idea into a relevant solution. (with limited guidance and support) 	<ul style="list-style-type: none"> • Student feeds curiosity by formulating questions around a topic. (with guidance and support) • Student thinks through and utilizes a familiar process for developing an idea into a relevant solution. (with guidance and support) 	<ul style="list-style-type: none"> • Student thinks through and utilizes a familiar process for developing an idea into a relevant solution. (not yet able)

<p>MONITORING & ADAPTING</p> <p>Recognizing patterns and growth in one's own work and ideas, integrating feedback and ideas of others, continuing to seek out new experiences, and developing a driving purpose.</p>	<ul style="list-style-type: none"> • Student defends perspective. (independently) • Student seeks out and uses feedback to think about the next stage of the creative process. (independently) 	<ul style="list-style-type: none"> • Student considers feedback from multiple perspectives and reflects on the value of the innovation. (with limited guidance and support) • Student seeks out and uses feedback to think about the next stage of the creative process. (with limited guidance and support) 	<ul style="list-style-type: none"> • Student shares and discusses new ideas with others. (with guidance and support) • Student seeks out and uses feedback to think about the next stage of the creative process. (with guidance and support) 	<ul style="list-style-type: none"> • Student seeks out and uses feedback to think about the next stage of the creative process. (not yet able)
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STUDENT LEARNER COMPETENCIES Grades 6-8

CREATIVITY An individual's ability to personally interpret experiences, imagine and play with new possibilities, and create approaches that are novel, useful, and valued by the world around them.

Creativity...	4	3	2	Beginning Goals
	I have done everything in level 3 +	I have done everything in level 2 +	I have done everything in level 1 +	
<p>SELF-AWARENESS Thinking about personal interests, strengths, inhibitions, and past experience throughout the creative process. Drawing on prior understanding to discover and interpret meaningful challenges.</p>	<ul style="list-style-type: none"> • Student synthesizes elements from a variety of sources in original, functional, or artful ways. (independently) • Student embraces interests and applies ideas and approaches from different contexts (independently) 	<ul style="list-style-type: none"> • Student reflects and seeks to find solutions and realize new patterns and structures. (with limited guidance and support) • Student embraces interests and applies ideas and approaches from different contexts (with limited guidance and support) 	<ul style="list-style-type: none"> • Student combines and begins to organize elements in new ways. (with guidance and support) • Student embraces interests and applies ideas and approaches from different contexts (with guidance and support) 	<ul style="list-style-type: none"> • Student embraces interests and applies ideas and approaches from different contexts (not yet able)
<p>CULTIVATING & EVALUATING IDEAS Seizing personally meaningful insights and connections to imagine new possibilities, evaluating ideas for both novelty and effectiveness, testing boundaries, and identifying constraints.</p>	<ul style="list-style-type: none"> • Student embraces change, adapting to new developments. (independently) • Student identifies multiple directions, examines possible combinations, and considers alternatives (independently) 	<ul style="list-style-type: none"> • Student evaluates elements to adapt to new developments. (with limited guidance and support) • Student identifies multiple directions, examines possible combinations, and considers alternatives (with limited guidance and support) 	<ul style="list-style-type: none"> • Student revises elements to adapt to new developments. (with guidance and support) • Student identifies multiple directions, examines possible combinations, and considers alternatives (with guidance and support) 	<ul style="list-style-type: none"> • Student identifies multiple directions, examines possible combinations, and considers alternatives (not yet able)
<p>TOLERATING RISK & AMBIGUITY Dealing with uncertainty, taking risks, and balancing novel possibilities with limitations and norms, throughout the creative process.</p>	<ul style="list-style-type: none"> • Student evaluates conventional and divergent thinking when taking risks in the construction of new knowledge. (independently) • Student draws on and learns from mistakes and recognizes when taking a new approach is appropriate (independently) 	<ul style="list-style-type: none"> • Student seeks out and follows untested approaches to new patterns of thinking (with limited guidance and support) • Student draws on and learns from mistakes and recognizes when taking a new approach is appropriate (with limited guidance and support) 	<ul style="list-style-type: none"> • Student incorporates new approaches that diverge from conventional thinking. (with guidance and support) • Student draws on and learns from mistakes and recognizes when taking a new approach is appropriate (with guidance and support) 	<ul style="list-style-type: none"> • Student draws on and learns from mistakes and recognizes when taking a new approach is appropriate (not yet able)
<p>EXPERIMENTING & VALIDATING Exploring and creating to test the relevance and effectiveness of an idea. Overcoming setbacks, innovating through an iterative cycle, and communicating ideas to understand the perspective of others.</p>	<ul style="list-style-type: none"> • Student demonstrates an intrinsic desire for deep understanding of a topic. (independently) • Student creates a plan, experiments with ways to expand the idea further, motivated by successes, setbacks and feedback (independently) 	<ul style="list-style-type: none"> • Student persists to acquire a thorough understanding of a topic. (with limited guidance and support) • Student creates a plan, experiments with ways to expand the idea further, motivated by successes, setbacks and feedback (with limited guidance and support) 	<ul style="list-style-type: none"> • Student researches to answer questions surrounding a topic. (with guidance and support) • Student creates a plan, experiments with ways to expand the idea further, motivated by successes, setbacks and feedback (with guidance and support) 	<ul style="list-style-type: none"> • Student creates a plan, experiments with ways to expand the idea further, motivated by successes, setbacks and feedback (not yet able)

<p>MONITORING & ADAPTING</p> <p>Recognizing patterns and growth in one's own work and ideas, integrating feedback and ideas of others, continuing to seek out new experiences, and developing a driving purpose.</p>	<ul style="list-style-type: none"> • Student provides a supported and convincing argument that influences others. (independently) • Student seeks challenges and prioritizes choices that relate to personal goals and growing interests (independently) 	<ul style="list-style-type: none"> • Student defends perspective. (with limited guidance and support) • Student seeks challenges and prioritizes choices that relate to personal goals and growing interests (with limited guidance and support) 	<ul style="list-style-type: none"> • Student considers feedback from multiple perspectives and reflects on the value of the innovation. (with guidance and support) • Student seeks challenges and prioritizes choices that relate to personal goals and growing interests (with guidance and support) 	<ul style="list-style-type: none"> • Student seeks challenges and prioritizes choices that relate to personal goals and growing interests (not yet able)
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STUDENT LEARNER COMPETENCIES Grades 9-12

CREATIVITY An individual’s ability to personally interpret experiences, imagine and play with new possibilities, and create approaches that are novel, useful, and valued by the world around them.

Creativity...	4	3	2	Beginning Goals
	I have done everything in level 3 +	I have done everything in level 2 +	I have done everything in level 1 +	
<p>SELF-AWARENESS Thinking about personal interests, strengths, inhibitions, and past experience throughout the creative process. Drawing on prior understanding to discover and interpret meaningful challenges.</p>	<ul style="list-style-type: none"> • Student synthesizes elements from a variety of sources in original, functional, or artful ways. • Student embraces change, adapting to new developments. 	<ul style="list-style-type: none"> • Student reflects and seeks to find solutions and realize new patterns and structures. • Student evaluates elements to adapt to new developments. 	<ul style="list-style-type: none"> • Student combines and begins to organize elements in new ways. • Student revises elements to adapt to new developments 	<ul style="list-style-type: none"> • Student just “follows directions” without understanding the purpose for innovation
<p>CULTIVATING & EVALUATING IDEAS Seizing personally meaningful insights and connections to imagine new possibilities, evaluating ideas for both novelty and effectiveness, testing boundaries, and identifying constraints.</p>	<ul style="list-style-type: none"> • Student can find and use a wide variety of sources to get information • Student generates innovative and imaginative ideas and products that diverge from prescribed norms 	<ul style="list-style-type: none"> • Student understands the purpose driving the process of innovation • Student develops insight about the particular needs and interests of the target audience • Student finds and uses a variety of sources to get information 	<ul style="list-style-type: none"> • Student understands the basic purpose for innovation • Student considers, but not thoroughly explores, the needs and interests of the target audience • Student finds and uses a limited set of sources and media to get information 	<ul style="list-style-type: none"> • Student begins to recognize the needs and interests of the target audience • Student finds and uses only one source or, sources that are not trustworthy or appropriate, to get information
<p>TOLERATING RISK & AMBIGUITY Dealing with uncertainty, taking risks, and balancing novel possibilities with limitations and norms, throughout the creative process.</p>	<ul style="list-style-type: none"> • Student evaluates conventional and divergent thinking when taking risks in the construction of new knowledge. • Student can innovate by demonstrating originality and unique examples of their own personal style 	<ul style="list-style-type: none"> • Student seeks out and follows untested approaches to new patterns of thinking • Student can innovate by demonstrating originality or their own personal style • Student generates creative ideas and products that stay within the prescribed norms 	<ul style="list-style-type: none"> • Student incorporates new approaches that diverge from conventional thinking. Student can expand on existing models with some new ideas or improvements, but their work may not reflect their own personal style • Student generates ideas and products within narrow perspectives 	<ul style="list-style-type: none"> • Student relies of existing models or solutions to inform work • Student repeats ideas and products generated by others
<p>EXPERIMENTING & VALIDATING Exploring and creating to test the relevance and effectiveness of an idea. Overcoming setbacks, innovating through an iterative cycle, and communicating ideas to understand the perspective of others.</p>	<ul style="list-style-type: none"> • Student demonstrates an intrinsic desire for deep understanding of a topic. • Student creates a product that is highly feasible and uniquely meets an identified need 	<ul style="list-style-type: none"> • Student persists to acquire a thorough understanding of a topic. • Student creates a product that is feasible and meets an identified need 	<ul style="list-style-type: none"> • Student researches to answer questions surrounding a topic. • Student creates a product that may not fully meet the identified need; unclear if product would be feasible. 	<ul style="list-style-type: none"> • Student creates a product with minimal feasibility that does not meet the identified need

<p>MONITORING & ADAPTING</p> <p>Recognizing patterns and growth in one's own work and ideas, integrating feedback and ideas of others, continuing to seek out new experiences, and developing a driving purpose.</p>	<ul style="list-style-type: none"> • Student provides a supported and convincing argument that influences others. • Student can embrace ambiguity and uncertainty at different stages of the learning process 	<ul style="list-style-type: none"> • Student defends perspective. • Student can tolerate ambiguity and uncertainty at different stages of the learning process • Student balances their strengths and skills with the pursuit of originality and the constraints of the assignment 	<ul style="list-style-type: none"> • Student considers feedback from multiple perspectives and reflects on the value of the innovation. • Student can accept ambiguity when most structures are in place • Student creates a product that highlights their strengths and skills; however, it may not demonstrate originality and may not meet all the constraints of the assignment 	<ul style="list-style-type: none"> • Student creates a product that highlights their strengths and skills however it does not include originality or meet the constraints of the assignment
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