



communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.

<p>IDEAS "the fundamentals" "basic facts" "elemental concepts" "discrete skills"</p>	<p>CONNECTIONS "among the basic concepts" "between what was learned and what they already know"</p>	<p>EXTENSIONS "use new learning in novel ways, apart from the learning situation" "internalize the learning to such a degree that it helps to define them as people."</p>
<p>identifies the variety of needs of audiences.</p> <p>identifies various presentation formats.</p> <p>corrects minor spelling or grammatical errors that detract from the reader's understanding of the message.</p> <p>uses vocabulary and terms accurately.</p> <p>uses coached vocabulary and tone across situations.</p> <p>enumerates the techniques of verbal and non-verbal communication.</p>	<p>considers the needs of the audience and the requirements of the message in selecting a presentation format to achieve optimal effect.</p> <p>uses modulations in tone to help convey the intended message.</p> <p>adjusts vocabulary to suit the audience.</p> <p>selects from a variety of verbal and non-verbal techniques to convey messages to diverse audiences.</p>	<p>adapts existing presentations to the needs of new audiences.</p> <p>uses congruent verbal and non-verbal signals to respond to diverse verbal and non-verbal messages.</p> <p>adapts style, tone, vocabulary and non-verbal communication to previously unfamiliar audiences.</p>



respond to written, spoken, or visual messages in a manner that ensures effective communication.

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<p>identifies a variety of responsive strategies and tools.</p> <p>gathers data.</p> <p>reiterates the sent message.</p> <p>responds to actual words that are said, written, or heard.</p>	<p>selects responsive strategies or tools based on the characteristics of the received message.</p> <p>sorts and interprets messages.</p> <p>paraphrases and interprets received messages.</p> <p>presents original message in alternative formats.</p> <p>acknowledges understanding of the message and demonstrates through an appropriate response.</p>	<p>adapts strategies to new situations.</p> <p>links to other materials and ideas.</p> <p>interprets messages in light of a variety of contextual elements and feedback obtained from sender.</p> <p>responds in a way that fosters further dialogue and exploration.</p>



execute mathematical operations accurately.

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<p>selects and applies common mathematical terms, facts, methods, and procedures to familiar problems and routine situations.</p> <p>observes and records data using pre-determined methods, tools and technology.</p> <p>uses calculators or other familiar technological tools to perform calculations, estimates, and measurements based on known protocols.</p> <p>translates verbal material into formulas.</p> <p>carries out familiar mathematical strategies to solve similar problems and situations.</p>	<p>selects, applies, and adapts mathematical terms, facts, methods, procedures, concepts, and principles to unfamiliar problems but in similar situations.</p> <p>observes, records, and analyzes data using a variety of methods, tools, and technology.</p> <p>converts/interprets data from one method to another format.</p> <p>verifies calculations, estimates, and measurements for precision.</p> <p>selects formulae accurately based on the characteristics of the problem.</p> <p>selects accurate mathematical strategies required to solve a variety of unfamiliar problems but in similar situations.</p>	<p>adapts and combines methods, procedures, concepts, and principles to solve complex problems and to approach novel situations.</p> <p>analyzes data and evaluates the relevancy and adequacy of that data.</p> <p>predicts findings of data using a variety of methods, tools, and technology.</p> <p>determines degree of precision required for calculations, estimates, and measurements.</p> <p>adapts, combines, or creates appropriate formulas for situations based on verbal material.</p> <p>selects and/or develops accurate mathematical strategies required to solve complex problems in novel situations.</p>



apply a systematic approach to solve problems.

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<p>distinguishes between fact, opinion, assumption, and inference.</p> <p>identifies a problem.</p> <p>lists the key components of a problematic situation.</p> <p>articulates the steps/details of at least one problem-solving model accurately.</p> <p>applies a given problem-solving model in a routine situation.</p>	<p>analyzes a problem-solving situation to identify facts, opinions, assumptions, and inferences.</p> <p>prioritizes problems based on degree of control over the problem.</p> <p>compares and contrasts the benefits of at least two different problem-solving models/protocols.</p> <p>selects a problem-solving protocol based on the characteristics of the problem to be solved and the likelihood that its use will bring success.</p> <p>takes past problem-solving experiences into account in new problem-solving situations.</p> <p>monitors and explains personal problem-solving attempts.</p>	<p>chooses the most appropriate problem-solving model for a wide variety of problems.</p> <p>evaluates the effectiveness of solutions.</p> <p>adapts, combines or creates effective problem-solving protocols to address unfamiliar and emergent situations.</p> <p>makes plausible generalizations based on the problem-solving process and the solution to the problem.</p> <p>evaluates personal problem-solving behaviour with a view to refining strategies in the future.</p>



use a variety of thinking skills to anticipate and solve problems.

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<p>defines and describes critical thinking, creative thinking, divergent and convergent skills.</p> <p>identifies ways that perception influences critical thinking and problem-solving.</p> <p>lists thinking skills required in a problem-solving process.</p> <p>uses established strategies for critical and creative thinking.</p> <p>identifies standard blocks to critical and creative thinking.</p>	<p>uses critical thinking strategies to distinguish between relevant and irrelevant data.</p> <p>makes valid observations about the problem, taking into account perceptual bias.</p> <p>selects thinking strategies that are congruent with the problem and its context.</p> <p>adapts and applies thinking strategies based on the characteristics of familiar problem types and situations.</p> <p>adapts or combines strategies to overcome blocks to critical and creative thinking.</p>	<p>adapts and combines existing strategies to create additional viable solutions for familiar problems.</p> <p>adapts and applies thinking strategies for complex problem-solving in novel situations.</p> <p>evaluates personal creative thinking processes and develops a plan to refine and extend creative thinking skills.</p> <p>evaluates personal critical thinking processes and develops a plan to refine and extend critical thinking skills.</p>



locate, select, organize, and document information using appropriate technology and information systems.

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<p>identifies a number of places where information can be found.</p> <p>accesses and collects information using given guidelines and protocols.</p> <p>sorts information collected into given categories or frameworks.</p> <p>cites sources using a given format to document information correctly.</p>	<p>chooses information sources that meet established criteria.</p> <p>accesses information independently from a variety of familiar sources.</p> <p>assesses a situation to identify the type of information needed.</p> <p>uses a variety of different techniques and tools to organize information (e.g., visuals, charts, spreadsheets, and so on).</p> <p>chooses the documentation style best suited to the content, the purpose, and the audience.</p>	<p>adapts search strategies to accommodate unforeseen circumstances.</p> <p>evaluates information sources to assess their validity, usability, and relevance for the task at hand.</p> <p>transfers general information accessing skills to new environments (e.g., unfamiliar databases, catalogues, and so on).</p> <p>creates systems and frameworks to promote the effective and efficient organization, storage, and retrieval of information.</p> <p>evaluates and updates information processing skills.</p>



analyze, evaluate, and apply relevant information from a variety of sources.

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<p>defines quality information.</p> <p>explains credibility as it applies to the content and the author of the source.</p> <p>identifies bias and other issues that compromise objectivity.</p> <p>defines primary sources.</p> <p>defines secondary sources.</p> <p>identifies information sources.</p> <p>identifies criteria for analysis.</p> <p>sets boundaries for exploration and research.</p> <p>lists challenges that can arise during information analysis and evaluation.</p> <p>lists the ways that information can be applied in written, oral, and visual settings.</p> <p>outlines common themes or concepts in a variety of sources.</p> <p>identifies successful methods for structuring information.</p>	<p>compiles a variety of sources that will add credibility and support to a point of view.</p> <p>discards information that is low quality or lacking objectivity.</p> <p>prioritizes information based on type, location, and content.</p> <p>balances primary and secondary sources for proper coverage.</p> <p>evaluates information collected to determine what is relevant and useful.</p> <p>formulates plans to address weaknesses that emerge during the evaluation and application of information.</p> <p>summarises information without changing meaning.</p> <p>integrates source material with original material.</p>	<p>establishes threshold levels of quality, credibility and objectivity for a variety of information and research contexts.</p> <p>critiques the information presented.</p> <p>designs and coordinates information gathering and research components of larger projects.</p> <p>consolidates multiple information sources into a coherent discussion or argument.</p>



show respect for the diverse opinions, values, belief systems, and contributions of others.

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<p>provides a definition of the concept of diversity in society.</p> <p>defines prejudice and bias.</p> <p>identifies various groups in society (i.e., cultural, gender, and religious).</p> <p>examines various belief systems and values.</p> <p>acknowledges there is a diversity of opinions.</p> <p>defines the concept of respect for others.</p>	<p>explores issues related to diversity in society by citing examples and identifying barriers to acceptance.</p> <p>explores personal experiences to identify and recognize personal prejudice and bias.</p> <p>differentiates between diverse belief and value systems.</p> <p>expresses opinions and listens respectfully to the opinions of others.</p> <p>relates the practice of being respectful to everyday interactions with others.</p> <p>compares and contrasts a variety of approaches to conflict resolution.</p>	<p>embraces diversity in day to day life by modeling strategies that demonstrate acceptance.</p> <p>creates and promotes environments that are open and support diversity.</p> <p>networks with classmates.</p> <p>models respect for others in a team by adapting personal behaviour in anticipation of the effects of diversity within the group.</p> <p>engages in respectful relationships with all.</p> <p>resolves conflicts using a variety of approaches.</p>



interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

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<p>uses terminology related to group work accurately.</p> <p>identifies problems that can occur within group or team situations.</p> <p>lists the common roles/tasks needed for any team to function effectively.</p> <p>fulfills their role as a team member by following given guidelines.</p>	<p>compares and contrasts the roles and tasks of groups or team members in a variety of contexts and situations.</p> <p>matches the composition of groups or teams to an analysis of required tasks and team resources.</p> <p>anticipates situations that can potentially lead to conflict within groups.</p> <p>adapts strategies to accomplish team tasks and goals.</p> <p>assumes a variety of roles based on the needs of the group.</p>	<p>evaluates a completed group task, identifying possible problems and making recommendations for future group work.</p> <p>predicts the emergence of successes and/or challenges based on group characteristics.</p> <p>recommends and applies strategies for solving group conflict.</p> <p>leads groups and teams in dynamic situations.</p> <p>assumes accountability for self and others in achieving the team's outcomes.</p>



manage the use of time and resources to complete projects.

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<p>identifies the goal.</p> <p>identifies individual needs.</p> <p>identifies the importance of timeliness and preparation in the completion of projects.</p> <p>identifies available resources. recognizes the need to</p> <p>reallocate resources and update timelines in familiar situations.</p>	<p>develops a plan or timeline for the various stages of a project.</p> <p>uses project planning documents to determine requirements and to prepare for meetings and tasks.</p> <p>arrives prepared for a task or meeting with the necessary tools and equipment.</p> <p>fits resources into a timeline that will ensure successful completion of the project and that demonstrates attention to relevant cues.</p> <p>ensures timeline has some slack to allow for unanticipated events interfering with the ability to complete the task on time.</p> <p>recognizes constraints that will interfere with completion of the project.</p>	<p>submits complete project on time, successfully dealing with unexpected circumstances.</p> <p>contributes to personal development and the development of others.</p> <p>participates in discussions in a meaningful way. submits reports outlining progress made and modifications required to the timeline in response to anticipating and overcoming potential obstacles.</p> <p>completes multiple projects successfully, balancing competing needs for time and resources.</p>



take responsibility for one's own actions, decisions, and consequences.

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<p>defines "responsibility" in a personal sense.</p> <p>distinguishes between "rights" and "responsibilities".</p> <p>anticipates the emergence of conflicting responsibilities and selects strategies to deal with them.</p> <p>defines "ethics" as it applies to interactions with friends, colleagues, supervisors, and strangers.</p> <p>describes the role of ethics in either a personal or professional sense.</p> <p>defines "consequences" in both an individual and collective sense.</p> <p>explains the effect of proximity and relationship upon responsibility and decision making.</p> <p>discusses strategies for identifying the effects that will or might result from a given cause.</p> <p>lists strategies and tactics for engaging in self-reflection.</p>	<p>detects real and perceived conflicts between rights and responsibilities.</p> <p>develops a personal code of ethics.</p> <p>bases actions on the characteristics of a situation and known ethical guidelines.</p> <p>expresses thoughts and plans in non-aggressive, non-emotional language.</p> <p>creates an action plan for growth and change using self-reflection.</p>	<p>resolves issues that arise from conflicting responsibilities.</p> <p>evaluates discipline- and workplace-specific expectations of performance.</p> <p>performs tasks in an ethically consistent fashion.</p> <p>predicts consequences of actions and decisions based on available information. communicates openly about actions, decisions, and anticipated consequences.</p> <p>implements a course of action, based upon the action plan for growth and change.</p>