

Work and College Readiness Standards

K-12 Standards	
A. Self-management	
<i>Planning and organization</i>	1. Evaluate performance against identified learning targets and identify personal strengths and needs.
	2. Select and use appropriate strategies and tools to meet learning needs.
	3. Organize time and materials to meet deadlines and complete tasks to expected levels.
	4. Set work and college goals and apply strategies to meet them.
B. Communication	
<i>Writing</i>	1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience, and discipline.
<i>Speaking</i>	2. Present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
<i>Interpersonal</i>	3. Assume shared responsibility for accomplishing small group goals.
	4. Participate appropriately in classroom activities.
C. Reasoning	
<i>Patterns and connections</i>	1. Identify patterns and connections in information, situations, and across disciplines.
<i>Evidence and support</i>	2. Construct support and seek evidence to defend arguments, explanations, and lines of reasoning.
<i>Problem solving</i>	3. Select and use appropriate methods and processes to solve problems.

Criteria for Inclusion:

- ✓ Identified by an authoritative source
- ✓ Lean

AND

- ✓ Essential for all students (common in both work readiness and college readiness definitions)
- ✓ Student-centered (can be developed in the student as opposed to school climate development)
- ✓ Teachable
- ✓ Observable/measurable
- ✓ Cross-cutting academically
- ✓ Integral to the purpose/mission of school

**RSU #0 Work and College Readiness
Curriculum, Instruction, and Assessment**

<p>Self-management</p> <ul style="list-style-type: none"> • <i>Planning and organization</i> 	<p>Communication</p> <ul style="list-style-type: none"> • <i>Writing</i> • <i>Speaking</i> • <i>Interpersonal</i> 	<p>Reasoning</p> <ul style="list-style-type: none"> • <i>Patterns and connections</i> • <i>Evidence and support</i> • <i>Problem solving</i>
<p>Curriculum</p>	<p>Opportunity to Demonstrate</p>	<p>Opportunity to Learn</p>
<p>The progression of cognitive and affective skills students must acquire by the end of each grade span to be ready for the success at the next level, ultimately exiting schools ready for work and college success.</p>	<p>Sufficient evidence of student proficiency of work and college readiness skills is collected from a variety of sources across content areas, depending on the specific knowledge and skills assessed. Common grade span rubrics are used to score all student demonstrations. Assessment types include:</p> <ul style="list-style-type: none"> • Classroom observations over time; • Student self-assessment with teacher confirmation; • Student projects; • Collections of student work across content areas, courses, and/or grade levels; • Capstone opportunities (end of course, end of grade, end of grade span, or when students are ready to demonstrate they have met a collection of standards); • Extra-or co-curricular products and documented processes. 	<p>Work and college readiness skills instruction is embedded in appropriate content areas.</p>

K-12 Work and College Readiness Learning and Assessment System DRAFT

A. Self-management					
	Standards	9-12	6-8	3-5	K-2
<i>Planning and organization</i>	1. Evaluate performance against identified learning targets and identify personal strengths and needs.	<p>The student routinely:</p> <ul style="list-style-type: none"> Self-assesses academic performance against identified teacher/school learning targets. Identifies learning strengths and needs based on current performance. 	<p>The student routinely:</p> <ul style="list-style-type: none"> Self-assesses academic performance against identified teacher/school learning targets. Identifies learning strengths and needs based on current performance. 	<ul style="list-style-type: none"> Self-assesses academic performance in literacy and mathematics against identified teacher/school learning targets. Identifies learning strengths and needs based on current performance. 	<ul style="list-style-type: none"> Self-assesses learning of essential academic standards before and after instruction. Identifies learning strengths.
	2. Select and use appropriate strategies and tools to meet learning needs.	<p>The student routinely:</p> <ul style="list-style-type: none"> Identifies action steps necessary to address learning needs. Uses procedures and strategies across courses and content. Uses resources and support to implement action steps. 	<p>The student routinely:</p> <ul style="list-style-type: none"> Identifies action steps necessary to address learning needs. Applies prior experiences and knowledge to new learning experiences. Intentionally selects visual and linguistic scaffolds to address learning needs. 	<ul style="list-style-type: none"> Identifies action steps necessary to address learning needs. Applies prior experiences and knowledge to new learning experiences. Uses organizational tools and scaffolds to support new learning. 	<ul style="list-style-type: none"> Applies prior experiences and knowledge to new learning experiences. Identifies personal learning goals.
	3. Organize time and materials to meet deadlines and complete tasks to expected levels.	<p>The student routinely:</p> <ul style="list-style-type: none"> Applies criteria for quality work. Uses time management strategies and tools to meet deadlines. Seeks support when necessary to complete work on time to expected levels. 	<p>The student routinely:</p> <ul style="list-style-type: none"> Applies criteria for quality work. Uses time management strategies and tools to meet deadlines. Seeks support when necessary to complete work on time to expected levels. 	<ul style="list-style-type: none"> Applies criteria for quality work. Creates and follows prioritized short and long term “to do” lists. Independently completes multi-step tasks on time. Seeks support when necessary to complete work on time to expected levels. 	<ul style="list-style-type: none"> Understands criteria for quality work. Creates prioritized short-term “to do” lists. Identifies the steps needed to independently complete a task on time. Maintains concentration to complete a multi-step task on time. Seeks help appropriately to manage time and materials while completing a task.

	Standards	9-12	6-8	3-5	K-2
	4. Set work and college goals and apply strategies to meet them.	<ul style="list-style-type: none"> Evaluates personal strengths, aspirations, interests, and attributes to identify long-term work and college options and goals. Researches requirements for success. Takes action to meet requirements for success. Understands job-getting strategies. Applies college entrance strategies. 	<ul style="list-style-type: none"> Evaluates personal strengths, aspirations, interests, and attributes. Explores requirements for success. Identifies a high school course of study consistent with personal strengths and interests. 		

B. Communication					
	Standards	9-12	6-8	3-5	K-2
Writing	1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, audience, and discipline.	<p>The student produces:</p> <ul style="list-style-type: none"> • Clear writing with accurate mechanics and attribution. • Coherent writing appropriate to purpose and discipline when: <ul style="list-style-type: none"> ▪ Responding critically to text ▪ Taking and supporting a position/thesis ▪ Describing processes and procedures. 	<p>The student produces:</p> <p>See the district's ELA CCSS essential standards and indicators.</p>	<p>The student produces:</p> <p>See the district's ELA CCSS essential standards and indicators.</p>	<p>The student produces:</p> <p>See the district's ELA CCSS essential standards and indicators.</p>
Speaking	2. Present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<p>The student delivers formal oral presentations that demonstrate:</p> <ul style="list-style-type: none"> • Effective delivery • Effective use of visuals/media • Effective topic development and organization • Accurate and relevant content 	<p>The student delivers oral presentations that demonstrate:</p> <ul style="list-style-type: none"> • Delivery appropriate to purpose, situation, and environment. • Effective use of visuals/media • Effective topic development and organization • Accurate and relevant content 	<p>The student orally presents information that demonstrates:</p> <ul style="list-style-type: none"> • Connection with audience (voice level and eye contact) • Use of visuals • Logical organization 	

	Standards	9-12	6-8	3-5	K-2
<i>Interpersonal</i>	3. Assume shared responsibility for accomplishing small group goals.	<p>The student consistently:</p> <ul style="list-style-type: none"> • Takes a role that furthers the group’s work. • Helps to solve group problems and reconcile differences. • Builds on the ideas, abilities, and perspectives of others. 	<p>The student regularly:</p> <ul style="list-style-type: none"> • Takes a role that furthers the group’s work. • Helps to solve group problems and reconcile differences. • Builds on the ideas, abilities, and perspectives of others. 	<p>The student:</p> <ul style="list-style-type: none"> • Takes a role that furthers the group’s work. • Responds to and builds on the ideas and perspectives of others. 	<p>The student:</p> <ul style="list-style-type: none"> • Listens and speaks in small group/partner discussions. • Seeks a fair share of the work assigned to small groups/partners.
	4. Participate appropriately in classroom activities.	<p>The student consistently:</p> <ul style="list-style-type: none"> • Offers ideas and asks questions which help clarify discussions. • Contributes accurate, relevant information to whole class conversations. • Stays focused during whole-class activities. • Follows classroom and school rules and procedures. 	<p>The student consistently:</p> <ul style="list-style-type: none"> • Offers ideas and asks questions which help clarify discussions. • Contributes relevant information to whole class conversations. • Stays focused during whole-class activities. • Follows classroom and school rules and procedures. 	<p>The student:</p> <ul style="list-style-type: none"> • Contributes accurate, relevant information to whole class conversations. • Responds to and develops what others have said as part of whole class. • Stays focused during whole-class activities. • Follows classroom and school rules and procedures. 	<p>The student:</p> <ul style="list-style-type: none"> • Contributes accurate, relevant information to whole class conversations. • Responds to and develops what others have said as part of whole class. • Stays focused during whole-class activities. • Follows classroom and school rules and procedures.

C. Reasoning					
	Standards	9-12	6-8	3-5	K-2
<i>Patterns and connections</i>	1. Identify patterns and connections in information, situations, and across disciplines.	<p>The student:</p> <ul style="list-style-type: none"> • Conducts comparisons using specific criteria. • Analyzes and explains conflicting perspectives. • Applies patterns and principles across disciplines. 	<p>The student:</p> <ul style="list-style-type: none"> • Conducts comparisons using specific criteria. • Identifies and explains conflicting perspectives. • Describes abstract concepts, patterns and connections. 	<p>The student:</p> <ul style="list-style-type: none"> • Conducts comparisons using specific criteria. • Identifies and explains conflicting perspectives. 	<p>The student:</p> <ul style="list-style-type: none"> • Conducts comparisons using specific criteria.
<i>Evidence and support</i>	2. Construct support and seek evidence to defend arguments, explanations, and lines of reasoning.	<p>The student develops arguments and lines of reasoning by:</p> <ul style="list-style-type: none"> • Identifying a valid thesis or position; • Evaluating the relative strength of supporting evidence; • Assessing the credibility, accuracy, and strength of evidence in support of the thesis; • Integrating multiple sources of information presented in diverse formats and media to support arguments. 	<p>The student supports claims with evidence by:</p> <ul style="list-style-type: none"> • Stating a clear position/thesis • Identifying relevant supporting evidence from diverse formats and media • Integrating supporting evidence into a logical argument. 	<p>The student:</p> <ul style="list-style-type: none"> • Generates questions from observations and evidence. • Supports answers to questions with relevant facts and information. 	<p>The student:</p> <ul style="list-style-type: none"> • Generates questions from observations and evidence. • Supports answers to questions with relevant facts and information.
<i>Problem solving</i>	3. Select and use appropriate methods and processes to solve problems.	<p>The student:</p> <ul style="list-style-type: none"> • Applies methods and processes with precision. • Analyzes problems by identifying givens, constraints, and relationships. • Plans and monitors the effectiveness of a solution pathway. • Makes and tests inferences, hypotheses, and conjectures to draw conclusions. 	<p>The student:</p> <ul style="list-style-type: none"> • Uses visual scaffolds to identify the elements of closed and open-ended problems. • Applies effective solution processes to closed and open-ended problems. • Applies methods and processes with precision. • Makes and tests hypotheses. 	<p>The student:</p> <ul style="list-style-type: none"> • Applies methods and processes with precision. • Uses visual and linguistic scaffolds to identify the elements of problems. • Applies known processes to solve problems. 	<p>The student:</p> <ul style="list-style-type: none"> • Applies known processes to solve problems.