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## ADMINISTRATIVE PROCEDURE 360, APPENDIX A LEARNING COMPETENCY STANDARDS

### Standards for an Effective Communicator

1. The student communicates ideas clearly and appropriately in a variety of forms.

Exemplary:

- ♦ The student consistently adheres to conventions of oral and written language.
- ♦ The student's message is enhanced by organization and logic.
- ♦ The student's language is clear and concise and chosen for effect.
- ♦ The student uses written, oral and visual means, in combination, to present information in a refined manner.

Competent:

- ♦ The student generally adheres to conventions of language.
- ♦ The student generally presents information in an organized and logical manner.
- ♦ The student generally uses clear and concise language to express ideas.
- ♦ The student generally uses written, oral and visual means to present information.

Emerging:

- ♦ The student adheres to some language conventions.
- ♦ The student's message is evident but organization and/or logic is poor.
- ♦ The student's message is apparent but not clear and concise due to language used.
- ♦ The student uses two means (written, oral or visual) comfortably in presenting information.

Not Yet:

- ♦ The student rarely adheres to conventions of language and meaning is often lost.
- ♦ The student's message is vague due to poor organization.
- ♦ The student's language does not present a clear message.
- ♦ The student relies on a single method to present information (written, oral, visual).

2. Student processes information from a variety of sources.

Exemplary:

- ♦ The student chooses to paraphrase/summarize to verify comprehension.

- ♦ The student hypothesizes alternatives as well as predicting outcomes in familiar and new situations.
- ♦ The student expresses an informed opinion about ideas encountered in messages.
- ♦ The student voluntarily identifies a wide variety of resources and accesses useful information.
- ♦ The student reads and comprehends a variety of print material independently.

Competent:

- ♦ The student paraphrases/summarizes main ideas in spoken, written and visual messages.
- ♦ The student predicts events and outcomes in all forms of communication.
- ♦ The student questions ideas encountered in all forms of communication.
- ♦ The student identifies a variety of resources and accesses some information for the intended purpose.
- ♦ The student reads and comprehends a variety of print material at grade level.

Emerging:

- ♦ The student is able to repeat message but not in own words or in summary.
- ♦ The student is able to predict only short-term outcomes.
- ♦ The student questions main ideas but neglects supporting details.
- ♦ The student only identifies a narrow range of resources and has limited ability in accessing information.
- ♦ The student reads and comprehends below grade level.

Not Yet:

- ♦ The student is able to recognize or repeat message.
- ♦ The student may understand the present situation but is unable to foresee consequent events.
- ♦ The student accepts all ideas encountered without question.
- ♦ The student is unable to identify different resources and requires assistance accessing information.
- ♦ The student reads and comprehends at least two years below grade level.

3. Student communicates for a variety of purposes and/or with diverse audiences.

Exemplary:

- ♦ The student with ease, is able to alter message for a wide and diverse variety of purposes.
- ♦ The student communicates fluently and confidently with a wide and highly diverse range of audiences.
- ♦ The student willingly seeks opportunities to do so.

Competent:

- ♦ The student is able to adapt communications for different needs.
- ♦ The student is able to adapt communications to different audiences.
- ♦ The student is willing to communicate with others.

Emerging:

- ♦ The student is able to communicate for a restricted range of purposes or recognizes different purposes but has difficulty adapting.
- ♦ The student communicates comfortably with a restricted range of audiences.
- ♦ The student is reluctant to communicate with others.

Not Yet:

- ♦ The student is unable to change the purpose of communication.
- ♦ The student does not demonstrate ability to adjust communication for different audiences.
- ♦ The student demonstrates an unwillingness to communicate with others.

### **Standards for a Collaborative Worker**

1. The student demonstrates Basic Interaction Skills: forms groups efficiently, focuses on the speaker, shares materials and follows role assignments.

Exemplary:

- ♦ The student demonstrates a thorough understanding of the Basic Interaction Skills and consistently and actively uses all the skills efficiently and independently.

Competent:

- ♦ The student demonstrates a satisfactory understanding of the Basic Interaction Skills and consistently uses the skills capably with limited guidance.

Emerging:

- ♦ The student demonstrates a satisfactory understanding of the Basic Interaction Skills and sporadically uses the skills adequately with guidance.

Not Yet:

- ♦ The student demonstrates an incomplete understanding of the Basic Interaction Skills and occasionally uses the skills adequately under direct supervision.

2. The student demonstrates Effective Communication Skills: uses an appropriate voice level, takes turns, listens to the speaker, makes sure everyone has the opportunity to speak and waits until the speaker is finished before speaking, and uses appropriate body language and tonality.

Exemplary:

- ♦ The student demonstrates a thorough understanding of the Communication Skills and consistently and actively uses all the skills efficiently and independently.

Competent:

- ♦ The student demonstrates a satisfactory understanding of the Communication Skills and consistently uses the skills capably with limited guidance.

Emerging:

- ♦ The student demonstrates a satisfactory understanding of the Communication Skills and sporadically uses the skills adequately with assistance.

Not Yet:

- ♦ The student demonstrates an incomplete understanding of the Communication Skills and occasionally uses the skills adequately under direct supervision.

3. The student demonstrates Effective Team Building Skills: checks for understanding, offers help, encourages others, energizes the group and disagrees with the idea – not the person.

Exemplary:

- ♦ The student demonstrates a thorough understanding of the Team Building Skills and consistently and actively uses all the skills efficiently and independently.

Competent:

- ♦ The student demonstrates satisfactory understanding of the Team Building Skills and consistently and actively uses the skills capably with limited guidance.

Emerging:

- ♦ The student demonstrates a satisfactory understanding of the Team Building Skills and sporadically uses the skills adequately with assistance.

Not Yet:

- ♦ The student demonstrates an incomplete understanding of the Team Building Skills and rarely uses the skills adequately under direct supervision.

4. The student demonstrates Effective Conflict Resolution Skills: respects the opinions of others thinks for themselves, explores different points of view, negotiates, compromises and reaches a consensus.

Exemplary:

- ♦ The student demonstrates a thorough understanding of the Conflict Resolution Skills and consistently and actively uses all the skills efficiently and independently.

Competent:

- ♦ The student demonstrates a satisfactory understanding of the Conflict Resolution Skills and consistently and actively uses the skills capably with limited guidance.

Emerging:

- ♦ The student demonstrates a satisfactory understanding of the Conflict Resolution Skills and sporadically uses the skills adequately with assistance.

Not Yet:

- ♦ The student demonstrates an incomplete understanding of the Conflict Resolution Skills and rarely uses the skills adequately under direct supervision.

### **Standards for Competent Problem Solver**

1. The student demonstrates a willingness to engage in a problem solving process.

Exemplary:

- ♦ The student independently initiates or engages intensely in problem solving activity, pushes the limits of own knowledge and ability; shows perseverance.

Competent:

- ♦ The student actively engages in problem solving activities, extending their own knowledge and ability with consistent effort.

Emerging:

- ♦ The student participates in problem solving activity as directed, utilizing their existing knowledge.

Not Yet:

- ♦ The student rarely participates in problem solving activity.

2. The student demonstrates the knowledge characteristics: inductive reasoning, modeling, experimental inquiry, deductive reasoning, brainstorming and process characteristics: defines a problem identifies an appropriate plan of action of problem solving.

Exemplary:

- ♦ The student exhibits an extensive knowledge, understanding and appropriate use of a wide variety of strategies.
- ♦ The student independently, accurately and thoroughly identifies all relevant information and identifies constraints and obstacles.
- ♦ The student consistently analyses, synthesizes and translates information into clearly defined plans of action and demonstrates these skills without guidance.

Competent:

- ♦ The student demonstrates knowledge of and uses a variety of strategies.
- ♦ The student independently identifies all relevant information and identifies most constraints and obstacles.
- ♦ The student consistently translates information into clearly defined goals and demonstrates these skills without guidance.

Emerging:

- ♦ The student demonstrates limited understanding which results in only being able to solve routine problems.

- ◆ The student independently identifies some relevant information and identifies some constraints and obstacles.

Not Yet:

- ◆ The student demonstrates inability to understand the nature of the problem.
- ◆ The student demonstrates an inability to choose appropriate information/strategy to solve the problem.
- ◆ The student is unable to identify relevant information and is not capable of identifying constraints and/or obstacles.

3. The student selects, implements and evaluates a solution in a socially responsible manner.

Exemplary:

- ◆ The student consistently communicates strong supporting arguments.
- ◆ The student consistently gives a complete response with reference to the strategies used to solve the problems.
- ◆ The student consistently implements and evaluates the solution revising and adjusting the plan as necessary.

Competent:

- ◆ The student frequently communicates supporting arguments.
- ◆ The student frequently gives a complete response with reasonably clear explanations.
- ◆ The student implements and evaluates the solution.

Emerging:

- ◆ The student sporadically communicates supporting arguments.
- ◆ The student gives an incomplete response.
- ◆ The student has difficulty implementing the solution.

Not Yet:

- ◆ The student does not move toward a solution.

### **Standards for an Effective Thinker**

1. The student demonstrates Critical Thinking Skills: explores concepts and ideas, critically examines and assesses a variety of viewpoints on issues before forming an opinion and/or making a decision, and demonstrates metacognitive skills.

Exemplary:

- ◆ The student demonstrates a strong ability to use critical thinking skills and consistently and actively uses the skills efficiently and independently.

Competent:

- ♦ The student demonstrates a satisfactory ability to use critical thinking skills and consistently and actively uses the skills with limited guidance.

Emerging:

- ♦ The student demonstrates a limited ability to use critical thinking skills and requires direct guidance to use the skills.

Not Yet:

- ♦ The student demonstrates an inability to use critical thinking skills.

2. The student demonstrates Creative Thinking Skills: original thinking, curiosity and spontaneity, generation of numerous and diverse ideas and alternatives.

Exemplary:

- ♦ The student demonstrates a strong ability to use creative thinking skills and consistently and actively uses the skills efficiently and independently.

Competent:

- ♦ The student demonstrates a satisfactory ability to use creative thinking skills and consistently and actively uses the skills with limited guidance.

Emerging:

- ♦ The student demonstrates a limited ability to use creative thinking skills and requires guidance to use the skills under direct guidance.

Not Yet:

- ♦ The student demonstrates an inability to use creative thinking skills.

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