

Stretch 6

Power Standard SA.1: Demonstrates self-awareness with respect to their interests, strengths, identities, and needs in socio-emotional development		
Meeting (3)	Approaching (2)	Beginning (1)
<ul style="list-style-type: none"> • Identify multiple strengths, interests, identities, and needs and how they interact together to create positive leadership skills. • Develop these skills while working on creative and artistic endeavors • Communicate these skills clearly, • Does these independently and consistently. 	<ul style="list-style-type: none"> • Identify multiple strengths, interests, identities, and/or needs, but may not yet be able to apply them to leadership roles or creative endeavors • May not yet be able to communicate these skills clearly • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Does not yet identify strengths, interests, identities, and/or needs • Not yet able to take a positive leadership role or utilize these skills in a creative or artistic endeavor. • Not yet able to communicate these skills.

Power Standard C.2: Creates innovative and/or imaginative ideas and elaborate with details		
Meeting (3)	Approaching (2)	Beginning (1)
<ul style="list-style-type: none"> • Create a product in a given expected timeline • Include original ideas and details from the student's imagination and other relevant resources • Does these independently and consistently. 	<ul style="list-style-type: none"> • Create an unfinished product in a given expected timeline • Include mostly original ideas and details from the student's imagination and other relevant resources • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Does not yet attempt to create a product in a given expected timeline • Does not yet include original ideas and details from the student's imagination and other relevant resources.

Power Standard CT.3: Evaluates arguments for possible answers to driving questions by assessing whether reasoning is valid and evidence is relevant and sufficient

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Identify the topic and supporting evidence for an argument ● Evaluate it to determine its relevance and sufficiency. ● Derive possible answers from the argument ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Identify the topic for an argument OR be able to identify its supporting evidence ● Derive a possible answer from the argument ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not yet identify the topic for an argument ● Does not yet identify supporting evidence ● Does not yet derive possible answers from the argument. ●

Power Standard LC.3: Contributes as part of a team, values others' ideas and feelings, and compromises to work towards necessary change

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Utilize leadership skills ● Demonstrate personal and social responsibility, accountability, and communication/ collaboration with diverse individuals in a team ● Use positive strategies to address social issues and compromise with others toward a common goal ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Dominate team discussions or avoid taking initiative ● Sometimes compromise and communicate ● Demonstrate partial utilization of leadership skills ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not yet use leadership skills through either personal or social responsibility to reach a common goal. ● Does not yet show accountability and skills in communication and collaboration.

Power Standard GA.1: Develops knowledge and skills for living and be productive in a multicultural, diverse and global society

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Recognize that we live in a multicultural, diverse, and global society ● Show awareness of this in their interactions with others ● Appreciate the benefits of multiple perspectives and their contribution to society ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Show an awareness, understanding, and appreciation for diversity that has been encountered, but lacks an understanding for diversity that is outside of the student's personal experience ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not yet show an awareness of multiple perspectives ● Does not yet show awareness of diversity ● Does not yet show an understanding of the interdependence of global cultures.

Power Standard IE.4: Identifies areas of intellectual pursuit for further exploration

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Identify an area of interest ● Oose multiple, open-ended, investigative questions ● Research to find answers ● Share their findings in front of peers ● Complete this process in accordance with a scheduled time ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Can share findings in front of peers, but may have trouble following a timeline ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not yet find a specific area of interest and pose questions to research ● Does not yet complete the entire process in accordance with the scheduled time.

Stretch 7

Power Standard SA.3: Demonstrates understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.		
<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> • Understand the abilities and viewpoints of others • Work respectfully with others • Does these independently and consistently. 	<ul style="list-style-type: none"> • Understand either the abilities or viewpoints of others • Sometimes work respectfully with others • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Does not yet see beyond their own abilities and viewpoints to respect those of others

Power Standard C.4: Views challenges as a positive opportunity.		
<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> • Face an obstacle positively • Take risks in learning when it is necessary • Push him or her self to think outside the box • Attack challenges • Does these independently and consistently. 	<ul style="list-style-type: none"> • May sometimes hesitate to face obstacles • Sometimes takes the necessary risks to solve new challenges • Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> • Does not yet try something new or challenging that could help them grow academically.

Power Standard CT.2: Integrates relevant and sufficient information to address driving questions, gathered from multiple and varied sources.

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Create a driving question ● Answer through research a driving question ● Use a variety of credible sources ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Use a variety of search engines or databases but is unable to think critically about the driving question ● Alternatively, the student may also struggle to incorporate a variety of sources but does demonstrate critical thinking ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not yet determine a specific driving question that they research critically ● Does not yet use a variety of multiple sources.

Power Standard LC.2: Demonstrates personal and social responsibility and leadership skills.

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Work together positively with peers ● Take responsibility with the group and independently through their leadership ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Work with others but not always positively. ● Struggle to take responsibility for their own or a group's actions ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not yet work well with others ● May lose control while in a leadership position ● May also avoid their own responsibilities

Power Standard GA.4: Researches, analyzes, and debates current events and makes connections to global and historical trends.

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Research and analyze current events from credible sources ● Debate respectfully with others about historical, current, and cultural trends ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Research and analyze current events, but struggle to see beyond their own perspective ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not yet research, analyze and/or debate current events or current, historical, and cultural trends.

Power Standard IE.3: Extends competencies in multiple talent areas and across dimensions of learning.

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Utilize resources effectively to achieve goals in multiple talent areas ● Develop a plan to extend learning in a chosen interest ● Does these independently and consistently. 	<ul style="list-style-type: none"> ● Utilize limited resources ● Struggle to identify a plan to achieve goals ● Meet the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not yet identify a domain of interest ● Does not yet use resources to achieve a goal within that domain.