



**FUTUREPREP'D
SKILLS4SUCCESS
FRAMEWORK**



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WHAT WE BELIEVE.

We believe that students, even our very youngest ones, are capable of thinking through and solving complex and daunting problems.

They are natural designers and explorers.

In order to harness this innate ability, we believe that what students are taught should directly relate to their lives and the world around them.

It should be engaging and help students think deeper and more creatively.

In order to support this, we believe in the following at our core:

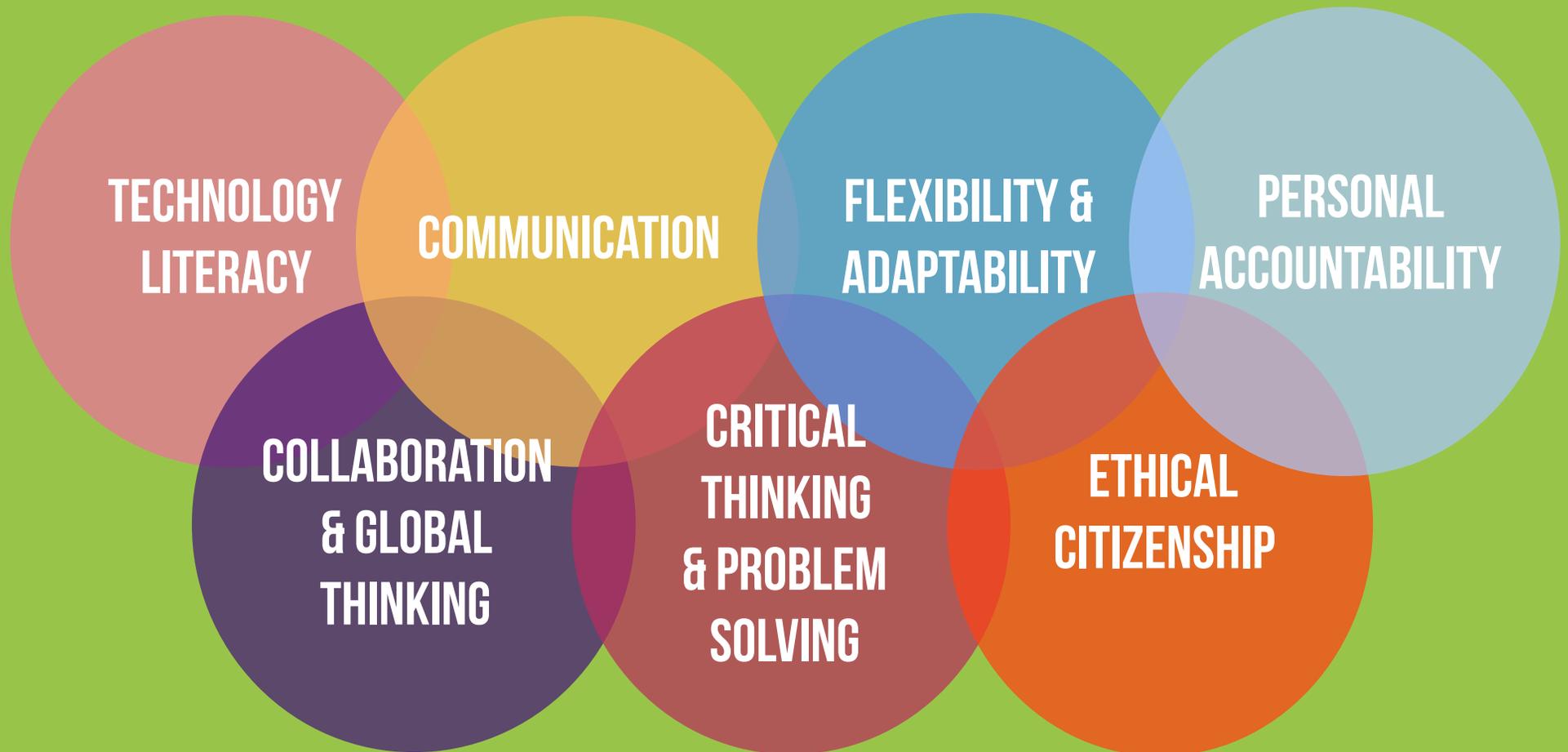
OUR CORE



THE SKILLS4SUCCESS

The Skills4Success are a set of seven, inter-related “employability” or “soft” skills that were identified in 2011 through a process involving employers, colleges, universities, and local school districts from across the Ottawa area of West Michigan.

We believe these are the skills that all students need to develop and possess in order to be ready for whatever life throws at them.



SKILL #1: **TECHNOLOGY LITERACY**

DEFINITION:

The ability to understand, use, and adapt to new technology concepts, systems, and operations.



9TH - 12TH GRADE SCALE: TECHNOLOGY LITERACY

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to efficiently demonstrate the ability to independently understand, use, and adapt to new technology concepts, systems, and operations in an innovative, collaborative, creative , ethical, legal, and professional manner.	The student is able to (1) utilize technology to create professional and clear work, (2) adapt technology tools and systems to new and innovative uses, and (3) utilize technology effectively to share information and knowledge and serve as a resource for others.
3 (The Standard)	Is able to independently understand, use, and adapt to new technology concepts, systems and operations in an ethical, legal, and professional manner.	The student is able to (1) demonstrate their understanding of the ethical use of technology (e.g. - citation of sources, use of information, etc.), (2) demonstrate their understanding of the legal use of technology, and (3) utilize technology such that their work is professional and the message they are conveying is clear.
2	Is able to independently understand, use, and adapt to new technology concepts, systems and operations.	The student is able to utilize a variety of different technologies to complete a task, even those that they may not be familiar with.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

6TH - 8TH GRADE SCALE: TECHNOLOGY LITERACY

LEVEL

PERFORMANCE/UNDERSTANDING

WHAT DOES IT LOOK LIKE?

4

Is able to independently understand, use, and adapt to new technology concepts, systems and operations **in an ethical, legal, and professional manner.**

The student is able to (1) demonstrate their understanding of the ethical use of technology (e.g. - citation of sources, use of information, etc.), (2) demonstrate their understanding of the legal use of technology, and (3) utilize technology such that their work is professional and the message they are conveying is clear.

3

(The Standard)

Is able to independently understand, use, **and adapt to new** technology concepts, systems and operations.

The student is able to utilize a variety of different technologies to complete a task, even those that they may not be familiar with.

2

Is able to independently understand and use technology concepts, systems and operations.

The student is able to utilize a variety of different technologies to complete a task.

1

With help, partial knowledge of the ideas and processes in levels 2 and 3.

0

No knowledge of levels 2 or 3, even with help.

K - 5TH GRADE SCALE: TECHNOLOGY LITERACY

LEVEL

PERFORMANCE/UNDERSTANDING

WHAT DOES IT LOOK LIKE?

4

Is able to independently understand, use, **and adapt to new** technology concepts, systems and operations.

The student is able to utilize a variety of different technologies to complete a task, even those that they may not be familiar with.

3

(The Standard)

Is able to independently understand and use technology concepts, systems and operations.

The student is able to utilize a variety of different technologies to complete a task.

2

Is able to independently understand and use technology.

Is able to utilize technology to complete a task.

1

With help, partial knowledge of the ideas and processes in levels 2 and 3.

0

No knowledge of levels 2 or 3, even with help.

SKILL #2: **COMMUNICATION**

DEFINITION:

The ability to effectively communicate a message or an idea to someone else through verbal and non-verbal means. Included within this is the ability to know how and when to listen to others' communication and to use communication to build interpersonal relationships with others.



9TH - 12TH GRADE SCALE: COMMUNICATION

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to effectively and creatively communicate a message or an idea to someone else through verbal and non-verbal means in an innovative manner . This includes the ability to listen to others' communication and to use communication to build interpersonal relationships with others.	The student is able to communicate in such a way that it (1) has an impact on or is inspiring to the recipient, (2) is insightful or adds a new perspective, (3) creates additional thought in the recipient, and/or (4) shows innovative/creative use of media.
3 (The Standard)	Is able to effectively communicate a message or an idea to someone else through verbal and non-verbal means. This includes the ability to listen to others' communication and to use communication to build interpersonal relationships with others.	The student is able to (1) write utilizing complex sentences, (2) appropriately provide feedback to and utilize feedback from others, (3) convey a complex message, opinion, or argument through a variety of media, (4) is able to match the appropriate media to the message, and (5) demonstrates courteous listening skills and values others' opinions.
2	Is able to independently communicate a message or an idea to someone else through verbal and non-verbal means.	The student is able to (1) write in complete sentences with proper grammar and vocabulary, (2) participate in discussions, (3) convey a message through various means, and (4) demonstrate basic listening skills.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

6TH - 8TH GRADE SCALE: COMMUNICATION

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	<p>Is able to effectively communicate a message or an idea to someone else through verbal and non-verbal means.</p> <p>This includes the ability to listen to others' communication and to use communication to build interpersonal relationships with others.</p>	<p>The student is able to (1) write utilizing complex sentences, (2) appropriately provide feedback to and utilize feedback from others, (3) convey a complex message, opinion, or argument through a variety of media, (4) is able to match the appropriate media to the message, and (5) demonstrates courteous listening skills and values others' opinions.</p>
3 (The Standard)	<p>Is able to independently communicate a message or an idea to someone else through verbal and non-verbal means.</p>	<p>The student is able to (1) write in complete sentences with proper grammar and vocabulary, (2) participate in discussions, (3) convey a message through various means, and (4) demonstrate basic listening skills.</p>
2	<p>Is able to independently communicate a message or an idea to someone else through verbal means.</p>	<p>The student is able to (1) write in complete sentences with proper grammar and vocabulary and (2) effectively participate in discussions.</p>
1	<p>With help, partial knowledge of the ideas and processes in levels 2 and 3.</p>	
0	<p>No knowledge of levels 2 or 3, even with help.</p>	

K - 5TH GRADE SCALE: COMMUNICATION

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently communicate a message or an idea to someone else through verbal and non-verbal means .	The student is able to (1) write in complete sentences with proper grammar and vocabulary, (2) participate in discussions, (3) convey a message through various means, and (4) demonstrate basic listening skills.
3 (The Standard)	Is able to independently communicate a message or an idea to someone else through verbal means.	The student is able to (1) write in complete sentences with proper grammar and vocabulary and (2) effectively participate in discussions.
2	Is able to independently communicate a message or an idea to someone else orally.	The student is able to convey a message or an idea orally and through various written modes (e.g. - pictures, words, sentences, etc.)
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

SKILL #3:

COLLABORATION AND GLOBAL THINKING

DEFINITION:

The ability to collaborate and work as a member of a team in order to achieve a common goal. This involves knowing (1) your strengths and recognizing the strengths of others, (2) how to take other's perspectives, and (3) how to resolve conflict.



9TH - 12TH GRADE SCALE: COLLABORATION AND GLOBAL THINKING

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to demonstrate the ability to lead , collaborate, and work as a member of a diverse team in an innovative and creative manner in order to achieve a common goal. The student also knows (1) how and when to demonstrate leadership within the team and (2) how to think globally about an issue/problem.	The student is able to (1) willingly and effectively lead a diverse group toward a common goal, (2) recognize the expertise of members of the team, (3) generate or pull out creativity from the team, and (4) understand the global impact of a solution and how effective it is.
3 (The Standard)	Is able to independently demonstrate the ability to collaborate and work as a member of a diverse team in order to achieve a common goal. The student also knows (1) how and when to demonstrate leadership within the team, (2) how to think globally about an issue/problem, and (3) how to effectively resolve conflict.	The student is able to (1) demonstrate effective conflict resolution techniques, (2) seek out and respect other/different work views or perspectives from the group, (3) determine the best/most efficient use of skills within the team, (4) know when they need to lead and when to step back, and (5) understand their own strengths.
2	Is able to independently demonstrate the ability to collaborate and work as a member of a diverse team in order to achieve a common goal.	The student is able to (1) identify and work toward the goal of the team, (2) complete tasks as part of a team, and (3) be open-minded and take another's point of view.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

6TH - 8TH GRADE SCALE: COLLABORATION AND GLOBAL THINKING

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently demonstrate the ability to collaborate and work as a member of a diverse team in order to achieve a common goal. The student also knows (1) how and when to demonstrate leadership within the team, (2) how to think globally about an issue/problem, and (3) how to effectively resolve conflict.	The student is able to (1) demonstrate effective conflict resolution techniques, (2) seek out and respect other/different work views or perspectives from the group, (3) determine the best/most efficient use of skills within the team, (4) know when they need to lead and when to step back, and (5) understand their own strengths.
3 (The Standard)	Is able to independently demonstrate the ability to collaborate and work as a member of a diverse team in order to achieve a common goal.	The student is able to (1) identify and work toward the goal of the team, (2) complete tasks as part of a team, and (3) be open-minded and take another's point of view.
2	Is able to independently demonstrate the ability to collaborate and work as a member of a team in order to achieve a goal.	The student is able to (1) identify and work toward the goal of the team and (2) complete tasks as part of a team.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

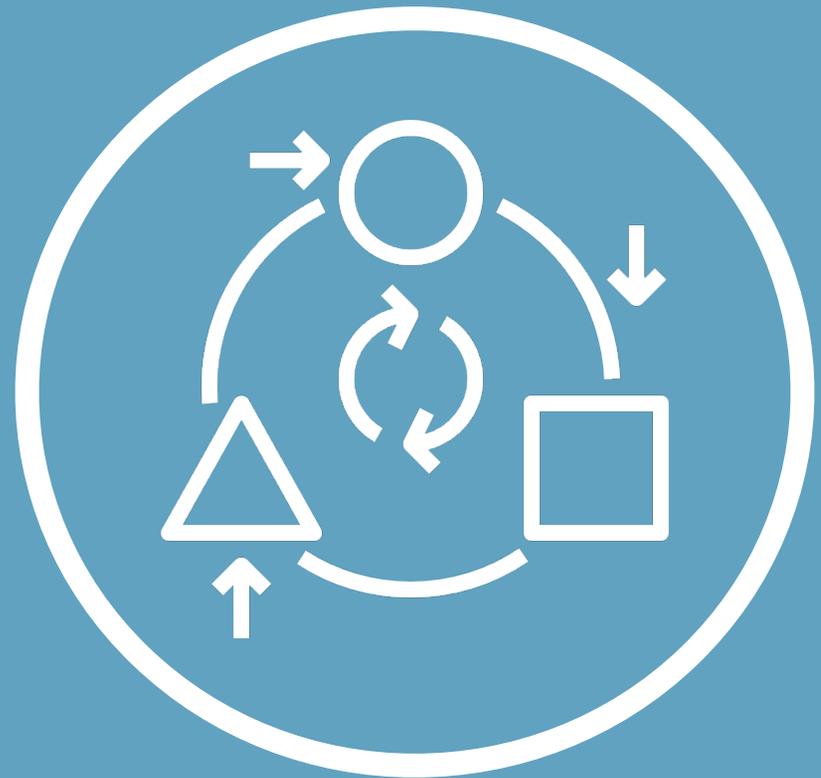
K - 5TH GRADE SCALE: COLLABORATION AND GLOBAL THINKING

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently demonstrate the ability to collaborate and work as a member of a diverse team in order to achieve a common goal.	The student is able to (1) identify and work toward the goal of the team, (2) complete tasks as part of a team, and (3) be open-minded and take another's point of view.
3 (The Standard)	Is able to independently demonstrate the ability to collaborate and work as a member of a team in order to achieve a goal .	The student is able to (1) identify and work toward the goal of the team and (2) complete tasks as part of a team.
2	Is able to independently demonstrate the ability to collaborate and work as a member of a team.	The student is able to (1) work productively with others and (2) complete a task or project with help/assistance/input from others.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

SKILL #4: FLEXIBILITY AND ADAPTABILITY

DEFINITION:

The ability and self-motivation to continuously learn to respond to changes and to increase one's understanding. Included within this is being open-minded to different viewpoints and ways of doing things and continuous reflection on one's own knowledge base.



9TH - 12TH GRADE SCALE: FLEXIBILITY AND ADAPTABILITY

LEVEL

PERFORMANCE/UNDERSTANDING

WHAT DOES IT LOOK LIKE?

4

Is able to independently and continuously learn to respond to changes and to increase one's own understanding. The includes the ability to (1) be open-minded to different viewpoints and ways of doing things, (2) continuously reflect on one's own knowledge base, and (3) **react positively to unexpected changes and/or unpredictable/unique situations.**

The student is able to (1) welcome challenges and/or unexpected changes and (2) seeks alternate and novel solutions and information to challenges and/or unique situations.

3
(The
Standard)

Is able to independently and continuously learn to respond to changes and to increase one's own understanding. **This includes the ability to (1) be open-minded to different viewpoints and ways of doing things and (2) continuously reflect on one's own knowledge base.**

The student is able to (1) take on various roles and perspectives, (2) consider and value other viewpoints and ways of doing things, (3) recognizes when there is a potential gap or misconception in their understanding, and (4) works to address potential gaps or misconceptions in their understanding.

2

Is able to independently and continuously learn to respond to changes and to increase one's own understanding

The student is able to change their viewpoint or understanding based upon new information, but this may be only when directed.

1

With help, partial knowledge of the ideas and processes in levels 2 and 3.

0

No knowledge of levels 2 or 3, even with help.

6TH - 8TH GRADE SCALE: FLEXIBILITY AND ADAPTABILITY

LEVEL

PERFORMANCE/UNDERSTANDING

WHAT DOES IT LOOK LIKE?

4

Is able to independently and continuously learn to respond to changes and to increase one's own understanding. **This includes the ability to (1) be open-minded to different viewpoints and ways of doing things and (2) continuously reflect on one's own knowledge base.**

The student is able to (1) take on various roles and perspectives, (2) consider and value other viewpoints and ways of doing things, (3) recognizes when there is a potential gap or misconception in their understanding, and (4) works to address potential gaps or misconceptions in their understanding.

3

(The
Standard)

Is able to independently and **continuously** learn to respond to changes and to increase one's own understanding.

The student is able to change their viewpoint or understanding based upon new information, but this may be only when directed.

2

Is able to independently learn to respond to changes and to increase one's own understanding.

The student is able to recognize the viewpoints or understanding of others, but may not change or adapt their own, even when necessary.

1

With help, partial knowledge of the ideas and processes in levels 2 and 3.

0

No knowledge of levels 2 or 3, even with help.

K - 5TH GRADE SCALE: FLEXIBILITY AND ADAPTABILITY

LEVEL

PERFORMANCE/UNDERSTANDING

WHAT DOES IT LOOK LIKE?

4

Is able to independently and **continuously** learn to respond to changes and to increase one's own understanding.

The student is able to change their viewpoint or understanding based upon new information, but this may be only when directed.

3
(The
Standard)

Is able to independently learn to respond to changes **and to increase one's own understanding.**

The student is able to recognize the viewpoints or understanding of others and is able to adjust their actions and understanding accordingly.

2

Is able to independently learn to respond to changes.

The student is able to recognize viewpoints or the understanding of others, but not change or adapt their own even when necessary.

1

With help, partial knowledge of the ideas and processes in levels 2 and 3.

0

No knowledge of levels 2 or 3, even with help.

SKILL #5:

CRITICAL THINKING AND PROBLEM SOLVING

DEFINITION:

The ability to generate innovative and creative solutions to issues of interest through the gathering, analysis and evaluation of relevant information. This includes thinking through (1) how possible solutions fit into and affect a larger system, (2) the validity of information and claims that others present, and (3) the potential consequences of proposed solutions.



9TH - 12TH GRADE SCALE: CRITICAL THINKING & PROBLEM SOLVING

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently generate innovative and creative solutions to issues of interest through the gathering, analysis, and evaluation of relevant information. This includes understanding (1) how solutions fit into and affect a larger system, (2) the validity of information and claims that others present and (3) the potential consequences of solutions.	The student is able to (1) generate a unique/creative solution to a problem of interest, (2) anticipate and minimize the adverse consequences of a solution, and (3) reflect on the results of other similar solutions to inform how effective a proposed solution may be.
3 (The Standard)	Is able to independently generate solutions to issues of interest through the gathering, analysis, and evaluation of relevant information. This includes understanding (1) how solutions fit into and affect a larger system, (2) the validity of information and claims that others present and (3) the potential consequences of solutions.	The student is able to (1) analyze and evaluate whether information related to an issue/problem is relevant and valid, (2) utilize systems thinking to propose how potential solutions affect a larger system, and (3) propose potential consequences related to generated solutions.
2	Is able to independently generate solutions to issues of interest through the gathering, analysis, and evaluation of relevant information.	The students is able to analyze and evaluate whether information related to an issue/problem is relevant and valid.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

6TH - 8TH GRADE SCALE: CRITICAL THINKING & PROBLEM SOLVING

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	<p>Is able to independently generate solutions to issues of interest through the gathering, analysis, and evaluation of relevant information.</p> <p>This includes understanding (1) how solutions fit into and affect a larger system, (2) the validity of information and claims that others present and (3) the potential consequences of solutions.</p>	<p>The student is able to (1) utilize systems thinking to propose how potential solutions affect a larger system and (2) propose potential consequences related to generated solutions.</p>
3 (The Standard)	<p>Is able to independently generate solutions to issues of interest through the gathering, analysis, and evaluation of relevant information.</p>	<p>The students is able to analyze and evaluate whether information related to an issue/problem is relevant and valid.</p>
2	<p>Is able to independently generate solutions to issues of interest through the gathering, of relevant information.</p>	<p>The student is able to (1) research and gather information related to an issue/problem and (2) propose solutions to an issue/problem of interest.</p>
1	<p>With help, partial knowledge of the ideas and processes in levels 2 and 3.</p>	
0	<p>No knowledge of levels 2 or 3, even with help.</p>	

K - 5TH GRADE SCALE: CRITICAL THINKING & PROBLEM SOLVING

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently generate solutions to issues of interest through the gathering, analysis, and evaluation of relevant information.	The students is able to analyze and evaluate whether information related to an issue/problem is relevant and valid.
3 (The Standard)	Is able to independently generate solutions to issues of interest through the gathering, of relevant information.	The student is able to (1) research and gather information related to an issue/problem and (2) propose solutions to an issue/problem of interest.
2	Is able to independently generate solutions to issues of interest.	The student is able to propose plausible solutions to an issue/problem of interest.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

SKILL #6:

PERSONAL ACCOUNTABILITY

DEFINITION:

The ability to productively work toward a goal with a positive attitude. Included within this is being reliable and dependable (e.g. - being present and punctual) and having the confidence to take risks and hold oneself and others accountable for their work.



9TH - 12TH GRADE SCALE: PERSONAL ACCOUNTABILITY

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently work toward a goal with a positive attitude. This includes being reliable and dependable (e.g. - being present and punctual) and the confidence to take risks and hold oneself and others accountable for their work.	The student is able to look beyond their own personal accountability and raise the level of work and what is expected for the entire group/community (e.g. - when the student notices something goes wrong that is unrelated to their own actions, they do not turn a "blind eye" or say "it's not my fault or business").
3 (The Standard)	Is able to independently work toward a goal with a positive attitude. This includes being reliable and dependable (e.g. - being present and punctual).	The student is able to (1) demonstrate initiative and integrity, (2) strive for a high quality of work even in difficult circumstances (e.g. - when the work is challenging or is not in the students' interest area), and (3) show up prepared and ready to actively engage.
2	Is able to independently work toward a goal with a positive attitude.	The students is punctual and consistently completes assigned tasks at the minimum or basic level.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

6TH - 8TH GRADE SCALE: PERSONAL ACCOUNTABILITY

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently work toward a goal with a positive attitude. This includes being reliable and dependable (e.g. - being present and punctual).	The student is able to (1) demonstrate initiative and integrity, (2) strive for a high quality of work even in difficult circumstances (e.g. - when the work is challenging or is not in the students' interest area), and (3) show up prepared and ready to actively engage.
3 (The Standard)	Is able to independently work toward a goal with a positive attitude.	The student is able to (1) demonstrate initiative and integrity and (2) show up prepared and ready to actively engage.
2	Is able to independently work toward a goal.	The student is punctual and consistently completes assigned tasks.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

K - 5TH GRADE SCALE: PERSONAL ACCOUNTABILITY

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently work toward a goal with a positive attitude.	The student is able to (1) demonstrate initiative and integrity and (2) show up prepared and ready to actively engage.
3 (The Standard)	Is able to independently work toward a goal.	The student is punctual and consistently completes assigned tasks.
2	Is able to independently work on a task or project.	The student is able to independently work on an assigned task or project for an extended period of time.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

SKILL #7: ETHICAL CITIZENSHIP

DEFINITION:

The ability to act in a caring and principled manner (e.g. - with integrity, honesty, respect, and discernment) in order to promote the common-good of one's community. Included within this is finding balance between attending to one's own needs (e.g. - spiritual, health, work, etc.) and the needs of others.



9TH - 12TH GRADE SCALE: ETHICAL CITIZENSHIP

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently act in a caring and principled manner with integrity, honesty, respect, and discernment and actively promote the common-good of the community. This includes the ability to find balance between attending to one's own needs (e.g. - spiritual, health, work, etc.) and the needs of others.	The student is able to understand when individuals or systems may go against what is best for the community and proactively works to correct the situations prior to it becoming an issue.
3 (The Standard)	Is able to independently act in a caring and principled manner with integrity, honesty, respect, and discernment for the common-good of the community. This includes the ability to find balance between attending to one's own needs (e.g. - spiritual, health, work, etc.) and the needs of others.	The student is able to (1) notice and take action against violations of what is best for the community and (2) care for themselves while at the same time demonstrating care for others.
2	Is able to independently act in a caring and principled manner with integrity, honesty, respect, and discernment.	The students is (1) respectful, courteous, and caring in their interactions, (2) follows/obeys rules and directions, and (3) acts in a consistent manner regardless of situation and/or setting.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

6TH - 8TH GRADE SCALE: ETHICAL CITIZENSHIP

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently act in a caring and principled manner with integrity, honesty, respect, and discernment for the common-good of the community. This includes the ability to find balance between attending to one's own needs (e.g. - spiritual, health, work, etc.) and the needs of others.	The student is able to (1) notice and take action against violations of what is best for the community and (2) care for themselves while at the same time demonstrating care for others.
3 (The Standard)	Is able to independently act in a caring and principled manner with integrity, honesty, respect, and discernment.	The students is (1) respectful, courteous, and caring in their interactions, (2) follows/obeys rules and directions, and (3) acts in a consistent manner regardless of situation and/or setting.
2	Is able to independently act in a caring and principled manner.	The students is (1) respectful, courteous, and caring in their interactions, (2) follows/obeys rules and directions.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	

K - 5TH GRADE SCALE: ETHICAL CITIZENSHIP

LEVEL	PERFORMANCE/UNDERSTANDING	WHAT DOES IT LOOK LIKE?
4	Is able to independently act in a caring and principled manner with integrity, honesty, respect, and discernment.	The students is (1) respectful, courteous, and caring in their interactions, (2) follows/obeys rules and directions, and (3) acts in a consistent manner regardless of situation and/or setting.
3 (The Standard)	Is able to independently act in a caring and principled manner.	The students is (1) respectful, courteous, and caring in their interactions, (2) follows/obeys rules and directions.
2	Is able to act within a community/group with a minimal amount of disruptions to it.	The students is able to work within a community or group without disrupting the work of others.
1	With help, partial knowledge of the ideas and processes in levels 2 and 3.	
0	No knowledge of levels 2 or 3, even with help.	



OTTAWA AREA INTERMEDIATE
SCHOOL DISTRICT

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