



learn WITH PURPOSE

I can lead my own learning while collaborating with and contributing to the learning of others.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Develop a plan to pursue a goal	With guidance, I can set a goal for a project. With guidance, I can plan some steps to help me reach the goal.	I can set a goal for a project and plan some steps to reach it, working alone or with others. I can help make sure that roles and/or steps are clear.	I can create or co-create a specific, achievable goal for a project or task. I can create or co-create a plan for a project or task that breaks down the work into stages or steps and includes key dates or events. When working with others, I can discuss various preferences, needs, and/or strengths to help us develop our roles and work well together.	I can create or co-create a specific, achievable goal and success criteria for a project or task. I can create or co-create a feasible plan (e.g., stages, tasks, assignees, time estimates, due dates) that accounts for task/project constraints and resources needed. When working with others, I can demonstrate care for various preferences, needs, and/or strengths to help us each contribute and work well together. When available, I can try using digital tools (e.g., scheduling communications and feedback, sharing work) to follow a plan and help reach a goal.	I can create or co-create specific, achievable goals and success criteria for a project or task. I can create or co-create a feasible plan and set of progress-monitoring tools that account for task/project constraints and resources needed. When working with others, I can demonstrate care for various preferences, needs, or strengths and help establish inclusive norms, routines, and/or structures that enable us to each contribute and work well together. When available, I can choose digital tools to meet a specific need for our project or team.	I can create or co-create the purpose, goals, and success criteria for a project or initiative and develop strategies for anticipated issues. I can create or co-create a feasible plan and set of progress-monitoring tools that account for project constraints, resources needed, and other contextual factors. When working with others, I can demonstrate care for various preferences, needs, or strengths and help establish inclusive norms, routines, and/or structures that attend to cultural and/or power differences (e.g., gender, language, race, ability), and that enable us to each contribute and work well together. When available, I can choose and adapt digital tools to meet specific needs for our project or team.
Monitor progress and adjust	With guidance, I can stop to check in with myself or my partners to see how it's going. I/we can ask for help if needed.	I can stop to check in with myself or my partners about how it's going (e.g., <i>Am I stuck? Do I need anything? Am I closer to my goal?</i>). If I/we get stuck or distracted, I can come up with some ideas about how to move forward (e.g., ask for help, start over, use a new tool).	I can pause to check in on progress and practice positive self-talk and/or encouragement of my team or partner. If I/we get stuck or distracted, I/we can identify the cause of the issue and try out an idea about how to move forward (e.g., change the approach, adjust the environment, ask for the specific help needed to keep progressing).	I can regularly pause to check in with myself and/or others about process and progress toward the goal(s). I can practice positive self-talk and/or encouragement of my team or partner. If an issue arises, I/we can recognize it promptly, analyze causes, and pursue a suitable solution.	I can regularly pause to check in with myself and/or others about process and progress toward the goal(s). I can practice positive self-talk and/or encouragement of my team or partner that is responsive to individual needs or preferences. I/we can use feedback cycles to help improve the work. If an issue arises, I/we can recognize it promptly, analyze causes, and pursue a suitable solution informed by multiple data points or perspectives. I can engage in difficult conversations to resolve team conflicts or issues, as needed.	I can regularly pause to check in on process and progress toward the goal(s). I can practice positive self-talk and/or encouragement of my team or partner that is responsive to individual needs or preferences. I/we can use multiple feedback cycles to improve the work and foster shared learning. If an issue arises, I/we can recognize it promptly, analyze causes, and pursue a suitable solution informed by multiple data points or perspectives. I can engage in and/or facilitate difficult conversations to resolve team conflicts or issues, as needed, using a strengths-based approach.
Give and receive feedback	I can ask questions or express what I like about something someone else made or did. With guidance, I can listen to what others say about something I made or did and record or repeat some ideas I heard.	I can ask questions to learn more about someone's work. I can share some things I really like about it and why. I can listen to what others say about something I made or did and record or repeat some ideas I heard.	I can ask questions to learn more about what someone made and how they made it. I can identify several strengths, using evidence or examples. I can ask for targeted feedback and record or repeat some ideas I heard, using a provided tool or process.	I can ask questions to learn more about what someone made and how and why they made it. I can identify strengths and possible improvements, using evidence or examples. I can reflect on my work to identify specific aspects I'd like to improve. I can ask for targeted feedback and determine the most important or interesting ideas I heard.	I can ask questions to learn more about someone's purpose, audience, and approach (e.g., style, craft, medium). I can use evidence or examples to identify strengths and prioritize suggestions. I can reflect on my work and use quality criteria to identify specific aspects to improve. I can ask for targeted feedback from others and decide which suggestions are most relevant and important.	I can ask questions to learn more about someone's purpose, audience, approach, and feedback needs to focus my feedback. I can use evidence or examples to identify strengths and prioritize suggestions based on the maker's purpose, audience, and/or approach. I can reflect on my work and use quality criteria to identify and prioritize specific aspects to improve. I can gather and integrate targeted feedback representing diverse perspectives and relevant expertise or insight.
Engage in discussion	When it's my turn, I can share an idea or respond to the question or prompt.	When it's my turn, I can share my ideas or respond to the question or prompt. I can ask a question about the topic.	I can respond to a question or prompt in a way that shows my knowledge of and/or curiosity about the topic. I can pose a specific question related to the topic and demonstrate active listening (e.g., verbal and nonverbal affirmations, paraphrasing to show understanding, asking for clarification).	I can respond to a question or prompt in a way that shows my knowledge of and/or curiosity about the topic. I can pose questions about the topic to learn more about other people's ideas while demonstrating active listening. I can practice building on the ideas of others (e.g., elaborating on the idea, connecting to related ideas or evidence).	I can respond to a question, prompt, or comment in a way that shows my knowledge of and/or curiosity about the topic and that offers a new insight, perspective, or evidence-based connection. I can pose open-ended questions and use active listening to learn more about views/perspectives that differ from mine I can build on the ideas of others and/or challenge them to enhance the discussion (e.g., asking probing questions, elevating minoritized perspectives, citing relevant evidence, addressing errors in data or logic). I can adjust my stance or opinion when presented with new information and/or perspectives and explain shifts in my thinking.	I can respond to questions, prompts, or comments in a way that exhibits deep knowledge and/or curiosity about the topic and that offers new insight, perspective, or evidence-based connections. I can monitor and adjust my engagement style to contribute to a balanced and inclusive discussion. I can pose questions to build my understanding or broaden my perspective (e.g., prompt elaboration, surface underlying issues or interests) while maintaining an affirming and inclusive tone. I can build on the ideas of others and/or challenge them to deepen the discussion or help move it forward. I can adjust my stance or opinion when presented with new information and/or perspectives, demonstrate humility with new understandings, and acknowledge and explain shifts in my thinking.
Reflect	With guidance, I can share what I liked about something I did or created. With guidance, I can notice when something didn't turn out how I wanted and describe what happened. I can notice and name when something is easy or hard for me (e.g., socially, academically, emotionally).	I can name and celebrate something I learned or did well. I can identify when something didn't turn out how I wanted and describe what happened. With guidance, I can name something I want to try doing differently in the future based on what I learned or experienced. I can identify learning tasks that are easy or hard for me and share worries or wonders I have about learning/trying something.	I can name and celebrate something I learned or did well and explain the steps I took to achieve it. I can ask myself questions about my learning process (e.g., <i>Did I follow my plan? Did I understand what was needed?</i>) and name something I might do differently in the future based on what I learned or experienced. I can identify some of my learning strengths and challenges when presented with a task (e.g., steps I take, what is difficult or easy for me).	I can explain and critique something I learned or did, celebrating my strengths, contributions, and/or learning. I can ask myself questions about my learning process, connect the results of my actions to what I know about myself (e.g., <i>I know I get distracted easily, so next time I'll choose a quieter space to work</i>), and generate ideas about what I might do differently in the future based on what I learned or experienced. I can identify some of my learning strengths and challenges and reflect on previous learning experiences to predict the resources of time, effort, and energy a new task will require.	I can explain and critique my learning experiences and celebrate my strengths, contributions, and learning. I can draw on my understanding of my learning process as well as my experience and/or interactions with others to generate ideas about what I might do differently in the future. I can identify my learning strengths and challenges; make informed predictions about the resources of time, effort, and energy a new task will require of me; and develop and practice strategies and systems to help manage my resources and any anticipated challenges.	I can explain and critique my learning experiences and celebrate my strengths, contributions, and learning, including my creative risk-taking. I can draw on my understanding of my learning process, experience, and/or interactions with others to generate ideas about what I want to learn, pursue, and/or do differently in the future. I can share and advocate for my learning strengths and needs, anticipate the resources of time and energy tasks will require, and routinely use learning strategies and systems with flexibility. I can reflect on multiple aspects of my learning process, identify how they influenced my results, and make a plan to strengthen or make changes to my process in the future.