

TRANSDISCIPLINARY SKILLS

Standard 1: Students Communicate Effectively

B e n c h m a r k s	The Student...	Beginning	Expanding	Proficient	Independent
	uses the skills of active listening	<ul style="list-style-type: none"> looks at the speaker responds appropriately, with guidance 	<ul style="list-style-type: none"> practices the skills of analyzing, criticizing, and evaluating speakers' comments 	<ul style="list-style-type: none"> maintains critical listening responds with an appropriate action 	<ul style="list-style-type: none"> through constructive feedback, encourages the speaker to continue to develop ideas attempts to use and uses others' nonverbal communication
	speaks and discusses engagingly and articulately	begins to: <ul style="list-style-type: none"> express ideas clearly communicate own ideas to others ask and answer questions related to the topic respond to the ideas of others 	with guidance: <ul style="list-style-type: none"> expresses ideas clearly asks and answers questions responds to ideas of others 	<ul style="list-style-type: none"> is able to communicate his/her ideas and intentions in a group 	<ul style="list-style-type: none"> displays outward confidence fluently delivers considered thoughts
	reads critically	<ul style="list-style-type: none"> identifies and expresses main idea, either read or heard, with guidance practices beginning comprehension strategies 	<ul style="list-style-type: none"> identifies the main idea applies comprehension strategies, with guidance 	<ul style="list-style-type: none"> is able to identify where comprehension breakdowns occur and apply the skills necessary to overcome them 	<ul style="list-style-type: none"> applies skills and strategies appropriate for reading texts
	writes effectively	<ul style="list-style-type: none"> expresses ideas clearly according to purpose in a sentence uses descriptive words, with guidance 	<ul style="list-style-type: none"> organizes writing into logical sequence of paragraphs within the "writing process" structure 	<ul style="list-style-type: none"> is able to state, defend and conclude a position/opinion in writing, based around a central thesis statement maintains cohesion within and between paragraphs 	<ul style="list-style-type: none"> is aware of reader/audience uses appropriate methods and strategies to communicate ideas employs, with consistency, standard mechanics and conventions in written work

final revision Mar. 2009
by HIS faculty

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		The Student...	Beginning	Expanding	Proficient	Independent
B e n c h m a r k s	uses technology as a communicative tool		<ul style="list-style-type: none"> begins to use technology to communicate 	<ul style="list-style-type: none"> uses word processing applications and low level display applications to communicate ideas 	<ul style="list-style-type: none"> is able to gather, organize and present information appropriate to the audience at hand using the most effective technological tools 	<ul style="list-style-type: none"> employs technological tools to enhance the quality, clarity and informative power of his/her own work product utilizes technology to perform research, and enhance interactive communication
	expresses universal emotions and ideas through the arts		<ul style="list-style-type: none"> begins to use the arts to communicate emotions and ideas 	<ul style="list-style-type: none"> expresses a single idea/emotion in different ways 	<ul style="list-style-type: none"> is able to express his/her own ideas and emotions effectively to an intended audience demonstrates an awareness of different media to communicate ideas 	<ul style="list-style-type: none"> uses the creative process to communicate historical, cultural and social ideas through the arts
	displays effective interpersonal communication skills		<ul style="list-style-type: none"> begins to learn and practice strategies to effectively communicate in a variety of settings uses and attends to others' nonverbal communication demonstrates attentive listening responds to speaker appropriately 	<ul style="list-style-type: none"> begins to use strategies to effectively communicate in a variety of settings demonstrates attentive listening by responding to speaker appropriately 	<ul style="list-style-type: none"> effectively displays respectful listening, responses and feedback, self-expression and verbal skills in a variety of situations 	<ul style="list-style-type: none"> provides specific feedback in a constructive manner attends to and uses others' nonverbal communication

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TRANSDISCIPLINARY SKILLS

Standard 2: Students Are Problem Solvers

	The Student...	Beginning	Expanding	Proficient	Independent
B e n c h m a r k s	researches a variety of resources to gain information	<ul style="list-style-type: none"> is aware of and begins to use a variety of sources for research purposes, with support 	<ul style="list-style-type: none"> locates and uses appropriate multiple resources, with guidance 	<ul style="list-style-type: none"> effectively seeks and uses a variety of sources across the media spectrum, with prompting 	<ul style="list-style-type: none"> independently seeks and uses a variety of sources from across the media spectrum
	analyzes, evaluates, and synthesizes information and knowledge	<ul style="list-style-type: none"> uses information and knowledge to suggest possible solutions to solve problems, with support 	<ul style="list-style-type: none"> selects and assembles information relevant to given prompts and suggests possible solutions, with guidance 	<ul style="list-style-type: none"> creates solutions to problems based on both prior knowledge and newly acquired learning / information, with prompting 	<ul style="list-style-type: none"> independently creates original solutions to problems based on both prior knowledge and newly acquired learning / information
	demonstrates a flexible and creative approach to problem solving	<ul style="list-style-type: none"> begins to solve problems by using a flexible and creative approach, with support 	<ul style="list-style-type: none"> solves problems by using flexible and creative strategies, with guidance 	<ul style="list-style-type: none"> uses multiple flexible means to identify and solve problems and reach solutions, with prompting 	<ul style="list-style-type: none"> is willing to independently take risks, make mistakes and persevere despite setbacks
	transfers knowledge and skills to real-life situations	<ul style="list-style-type: none"> transfers knowledge and skills to real-life situations, with support 	<ul style="list-style-type: none"> transfers knowledge and skills to real-life situations, with guidance 	<ul style="list-style-type: none"> transfers knowledge and skills to real-life situations with prompting 	<ul style="list-style-type: none"> independently transfers knowledge & skills to larger real-life situations makes connections between class work and experiences outside of school through discussions and writing

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Standard 2: Students Are Problem Solvers

	The Student...	Beginning	Expanding	Proficient	Independent
B e n c h m a r k s	self-reflects as he/ she learns	<ul style="list-style-type: none"> • begins to articulate his/her own problem solving processes, with guidance 	<ul style="list-style-type: none"> • identifies his/her own strengths and weaknesses in solving problems and suggests alternative approaches 	<ul style="list-style-type: none"> • with prompting, evaluates his/her own problem solving processes while learning, which drives him/her toward improvement 	<ul style="list-style-type: none"> • independently and consistently monitors and adjusts his/her own problem solving processes for success
	uses technology as a learning tool	<ul style="list-style-type: none"> • begins to use technology as a learning tool, with support 	<ul style="list-style-type: none"> • uses appropriate technology as a learning tool, with guidance 	<ul style="list-style-type: none"> • uses appropriate technology as a learning tool 	<ul style="list-style-type: none"> • independently and consistently uses appropriate technology as a learning tool • seeks traditional and innovative technology to gain knowledge

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Standard 3:

Students Manage Personal Resources Effectively

	The Student...	Beginning	Expanding	Proficient	Independent
B e n c h M a r k s	is self-motivated and self-directed	<ul style="list-style-type: none"> • asks questions when he/she needs help • stays focused on task, with guidance • challenges self to do personal best 	<ul style="list-style-type: none"> • acts on his/her own need for clarity • begins work without specific prompting • stays on task without responding to distractions 	<ul style="list-style-type: none"> • asks questions that move his/her learning forward • sets goals and works toward those goals, with guidance 	<ul style="list-style-type: none"> • independently accomplishes a range of personal and academic tasks • sets goals autonomously and strategically works toward those goals
	takes responsibility for own physical, mental, and social health	<ul style="list-style-type: none"> • makes appropriate personal and interpersonal choices, with guidance 	<ul style="list-style-type: none"> • maintains personal hygiene • begins to resolve conflicts and interact appropriately with peers, with guidance 	<ul style="list-style-type: none"> • recognizes the action or lack of action that is detrimental to his/her health • acts, reacts and interacts in relationships with increasing appropriateness and independence 	<ul style="list-style-type: none"> • has the ability to monitor and self-regulate an appropriate level of physical, social and mental well-being

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Students Manage Personal Resources Effectively

	The Student...	Beginning	Expanding	Proficient	Independent
B e n c h M a r k s	organizes tasks and resources	<ul style="list-style-type: none"> • puts things in their proper place • utilizes resources in the learning environment 	<ul style="list-style-type: none"> • comes prepared with materials for classes • knows how to use assignment book • sets priorities for tasks 	<ul style="list-style-type: none"> • recognizes and utilizes the breadth of his/her own resources with a minimum of prompting • can prioritize a number of tasks and execute them to completion 	<ul style="list-style-type: none"> • demonstrates use of an organizational tool or strategy to improve efficiency
	manages time responsibly	<ul style="list-style-type: none"> • works to accomplish tasks in an appropriate amount of time 	<ul style="list-style-type: none"> • is punctual • completes assignments on time, with prompting • respects other students' use of time • organizes time to match requirements of a task 	<ul style="list-style-type: none"> • manages his/her time effectively and independently in order to complete tasks to meet deadlines 	<ul style="list-style-type: none"> • anticipates and resolves time conflicts independently

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Standard 4: Students Work Collaboratively and Cooperatively

	The Student...	Beginning	Expanding	Proficient	Independent
B e n c h M a r k s	<p>contributes to the overall effectiveness of the group</p>	<ul style="list-style-type: none"> • develops awareness of the benefits of working together • demonstrates respect for others' rights, feelings, and points of view, with guidance 	<ul style="list-style-type: none"> • works cooperatively within the group to complete tasks, achieve goals, and solve problems • contributes to the development of a supportive culture 	<ul style="list-style-type: none"> • contributes to the development of a constructive and reflective group climate • identifies and uses the individual strengths and interests of others to accomplish team goals 	<ul style="list-style-type: none"> • challenges practices in the group that are not working and proposes measures to enhance team effectiveness • reflects on and evaluates the overall progress of the group toward a goal
	<p>uses conflict resolution techniques</p>	<ul style="list-style-type: none"> • determines causes of and potential sources of conflict, with guidance • identifies and practices conflict resolution strategies, with guidance 	<ul style="list-style-type: none"> • chooses appropriate conflict resolution strategies for particular problems 	<ul style="list-style-type: none"> • becomes increasingly aware, and actively resolves conflicts between himself/herself and others as well as among others 	<ul style="list-style-type: none"> • predicts or identifies causes of conflict and works cooperatively through negotiation, compromise and consensus

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Standard 4: Students Work Collaboratively and Cooperatively

	The Student...	Beginning	Expanding	Proficient	Independent
B e n c h M a r k s	works well with diverse individuals and in diverse situations	<ul style="list-style-type: none"> • is becoming aware of people's differences and works cooperatively, with guidance 	<ul style="list-style-type: none"> • demonstrates flexibility in engaging in a variety of groupings 	<ul style="list-style-type: none"> • builds the self-confidence to work collaboratively without being hindered by differences 	<ul style="list-style-type: none"> • initiates and functions effectively with those of varying personal circumstances, ethnic origins, beliefs and cultures