| Self-Directed Learner |  | |  |  | |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level of Mastery** | **Doesn’t Understand Yet** | | **Uncertain** | **Gets It** | | **State & National Standards** |
| **Competency** | 0 – 1: No Evidence | 2: Not Yet | 3 – 4: Developing | 5 – 6: Proficient | 7 – 8: Exemplary |
| Identifies new information needed to complete a task. |  |  | Identifies, possibly with support, knowledge and skill needed to accomplish a goal. | Independently identifies necessary knowledge and skill. |  |  |
| Selecting and reading complex informational text to accomplish a goal. | Uses supportive text with assistance. | Reads assigned supportive text and demonstrates most of the skills. | Reads teacher selected authentic texts and successfully demonstrates the skills and/or knowledge contained. [material is provided] | Identifies desired information and obtains it by searching for and finding an appropriate source which is read and applied to the problem. [identifies target and finds and uses a single source] | Identifies desired information and obtains it by searching for and finding a variety of materials, reading them, and synthesizing the information into a useable body of knowledge. [combines from multiple sources] |  |
| Takes notes | Sporadic note taking. Little organization and notes are often incomplete. | Takes notes when directed to.  Content largely reflects content of presentation. | Independent note taking is beginning to emerge – basic structures of organization are generally present. | Self-motivated to take notes.  Effort is put into organizing and structuring notes.  Evidence is present that notes are being used as a strategy for problem solving. | A variety of note taking purposes and strategies are applied.  Notes are reviewed and revised and/or extended. |  |
| Effectively seeks help with clarifying understanding |  |  | Asks questions when needed, with help can identify a specific problem area or question. | Asks clear and specific questions. | Seeks and uses outside sources to resolve questions.  Asks clear and well received questions.  Maintains relationships with respondents. |  |
| Tests knowledge |  |  |  |  | Critically and accurately evaluates understanding and uses the result as feedback into the process. |  |

| Professionalism |  | |  |  | |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level of Mastery** | **Doesn’t Understand Yet** | | **Uncertain** | **Gets It** | | **State & National Standards** |
| **Competency** | 0 – 1: No Evidence | 2: Not Yet | 3 – 4: Developing | 5 – 6: Proficient | 7 – 8: Exemplary |
| Ethics & responsibilities |  |  |  |  |  |  |
| Working with diverse teams |  |  |  |  |  |  |
| Leadership |  |  |  |  |  |  |
| Developing and maintaining a professional online presence |  |  |  |  |  |  |
| Understanding of the career pathway |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Using Digital Tools |  | |  |  | |  |
| Design Process |  | |  |  | |  |
| **Level of Mastery** | **Doesn’t Understand Yet** | | **Uncertain** | **Gets It** | | **State & National Standards** |
| **Competency** | 0 – 1: No Evidence | 2: Not Yet | 3 – 4: Developing | 5 – 6: Proficient | 7 – 8: Exemplary |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

| Computer Science |  | |  |  | |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level of Mastery** | **Doesn’t Understand Yet** | | **Uncertain** | **Gets It** | | **State & National Standards** |
| **Competency** | 0 – 1: No Evidence | 2: Not Yet | 3 – 4: Developing | 5 – 6: Proficient | 7 – 8: Exemplary |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

| Project Management |  | |  |  | |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level of Mastery** | **Doesn’t Understand Yet** | | **Uncertain** | **Gets It** | | **State & National Standards** |
| **Competency** | 0 – 1: No Evidence | 2: Not Yet | 3 – 4: Developing | 5 – 6: Proficient | 7 – 8: Exemplary |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

| **Level of Mastery** | **Doesn’t Understand Yet** | | **Uncertain** | **Gets It** | | **State & National Standards** |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency** | 0 – 1: No Evidence | 2: Not Yet | 3 – 4: Developing | 5 – 6: Proficient | 7 – 8: Exemplary |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

ECS Computational Practices:

* Analyze the effects of developments in computing (impact/connections)
* Design and implement creative solutions and artifacts
* Apply abstractions and models
* Analyze their computational work and the work of others
* Communicate computational thought processes, procedures, and results to others
* Collaborate with peers on computing activities

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  | CCSS.ELA-Literacy.CCRA.W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |  |
|  | CCSS.ELA-Literacy.CCRA.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |  |
|  | CCSS.ELA-Literacy.CCRA.SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |  |
|  | CCSS.ELA-Literacy.CCRA.L.6 | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |  |
|  | CCSS.ELA-Literacy.CCRA.W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |  |
|  | CCSS.ELA-Literacy.CCRA.W.8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |  |
|  | CCSS.ELA-Literacy.CCRA.R.2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |  |
|  | CCSS.Math.Practice.MP1 | Make sense of problems and persevere in solving them. |  |
|  | CCSS.Math.Practice.MP2 | Reason abstractly and quantitatively. |  |
|  | CCSS.Math.Practice.MP3 | Construct viable arguments and critique the reasoning of others. |  |
|  | CCSS.Math.Practice.MP4 | Model with Mathematics. |  |
|  | CCSS.Math.Content.HSF-BF.A.1a | Building Functions - Write a function that describes a relationship between two quantities: Determine an explicit expression, a recursive process, or steps for calculation from a context. |  |
|  | CCSS.Math.Content.HSS-CP.A.1 | Conditional Probability and the Rules of Probability - Understand independence and conditional probability and use them to interpret data: Describe events as subsets of a sample space (the set of outcomes) using characteristics (or  categories) of the outcomes, or as unions, intersections, or complements of other events ("or" and "not"). |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Technology Literacy** is the ability to responsibly, creatively and effectively use appropriate technology to:

\* Communicate and collaborate.

\* Access, collect, manage, integrate and evaluate information.

\* Solve problems and create solutions

\* Build and share knowledge.

\* Improve and enhance learning in all subject areas and experiences.

**Technology Fluency** is demonstrated when students:

\* Apply technology to real-world experiences.

\* Adapt to changing technologies.

\* Modify current and create new technologies.

\* Personalize technology to meet personal needs, interests and learning style

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| EL | **1. Empowered Learner** - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. |  |  |
| DC | **2. Digital Citizen** - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. |  |  |
| KC | **3. Knowledge Constructor** - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. |  |  |
| ID | **4. Innovative Designer** - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. |  |  |
| CT | **5. Computational Thinker** - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. |  |  |
| CC | **6. Creative Communicator** - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. |  |  |
| GC | **7. Global Collaborator** - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Practices / Concepts | 1. Computing Systems | 2. Networks and the Internet | 3. Data and Analysis | 4. Algorithms and Programming | 5. Impacts of Computing |
| 1. Fostering an Inclusive Computing Culture |  |  |  |  |  |
| 2. Collaborating Around Computing |  |  |  |  |  |
| 3. Recognizing and Defining Computational Problems |  |  |  |  |  |
| 4. Developing and Using Abstractions |  |  |  |  |  |
| 5. Creating Computational Artifacts |  |  |  |  |  |
| 6. Testing and Refining Computational Artifacts |  |  |  |  |  |
| 7. Communicating About Computing |  |  |  |  |  |