

DCS Competency Continuum Performance Level Descriptors									
Competency	0	1	2	3	4	5	6	7	8
<b>Collaborate</b>	<i>I communicate with other people.</i>	<i>I communicate what I am thinking with other people.</i>	<i>I communicate what I am thinking with other people. If someone helps me, I make plans.</i>	<i>I communicate my ideas and listen well to other people. I work with them to get something done.</i>	<i>I listen to other people, and respond with kindness and supportive feedback.</i>	<i>When there is conflict in a group I'm in, I help the group work through it.</i>	<i>When I'm working with others, I see that different people have different perspectives or views.</i>	<i>I give feedback, and when someone gives me feedback I consider how it can improve my work.</i>	<i>I work well with all different kinds of people. I give and receive feedback respectfully.</i>
<b>Collaborate</b>	<i>With reminders, I listen to other people.</i>	<i>I listen to other people and share my ideas on the same topic.</i>	<i>I listen to what other people say. With some help, my group can make a plan.</i>	<i>I listen to what other people say, and work with them to make a plan.</i>	<i>I use words to describe my ideas and feelings. I listen to what others say, and respond to their ideas.</i>	<i>I ask other people questions so I understand their thinking better.</i>	<i>I help my group decide on a goal we'll all work towards.</i>	<i>I identify reasons and evidence to support my ideas and my group's claims as we work towards a common goal.</i>	<i>I am able to compromise and remain flexible as I work with others towards a common goal.</i>
<b>Collaborate</b>	<i>I take turns when I'm talking and playing with my friends.</i>	<i>With support, I take turns when I'm talking in a group.</i>	<i>I successfully take turns when I'm talking in a group.</i>	<i>When my teacher suggests how we should treat each other in groups I share my opinion or ideas about expectations.</i>	<i>When I'm in a group, we develop norms and expectations of how we treat each other so we can work well together.</i>	<i>When I'm in a group, we develop norms and expectations of how we treat each other so we can work well together. I summarize my ideas and other people's ideas.</i>	<i>When I'm working in a group, I notice if we need to review the norms and expectations. I listen to what others say so I can describe their ideas and respond to them.</i>	<i>When I work with others, I make sure everyone feels welcome, and that their ideas are important.</i>	<i>When I work with others, I help the group figure out what our responsibilities are. I do my part, I help everyone in the group feel welcome, and I invite everyone to share ideas and contributions.</i>
<b>Communicate</b>	<i>I let someone know if I need something.</i>	<i>If a teacher helps me, I am able to explain what I'm thinking.</i>	<i>I try to explain what I'm thinking out loud, and sometimes by writing it down or drawing it.</i>	<i>I communicate what I'm thinking, and am comfortable writing.</i>	<i>I clearly communicate my thinking and understand that there are different forms of communication for different situations.</i>	<i>I choose the best way to communicate (speaking, writing, video, etc) for different types of situations.</i>	<i>I independently communicate thoughts and ideas in a variety of way (writing, speaking, analysis, etc) based on situations and contexts.</i>	<i>I clearly communicate my thoughts and ideas in a variety of ways (writing, speaking, analysis, etc) for a specific purposes and contexts.</i>	<i>I clearly and respectfully communicate thoughts and ideas in a variety of ways (write, speak, analysis, etc...). I pay attention to who I'm talking/writing to, and the reasons I'm communicating. I'm respectful of people and appreciate their differences.</i>
<b>Communicate</b>	<i>I listen to other people.</i>	<i>I listen to other people, and explain what I heard.</i>	<i>I listen to others, and sometimes I realize that they have different thoughts than I do.</i>	<i>I listen to other people, and I know they think differently than I do.</i>	<i>I listen to other people, and sometimes think about what they care about and how they feel.</i>	<i>I listen to others, and sometimes think about what they believe or feel, not just what I believe or feel.</i>	<i>I listen and pay attention to what someone else believes, thinks is important, and how they seem to be feeling. I respond with empathy, by thinking about what it feels like for them.</i>	<i>I listen well, and respond with empathy even when someone has different ideas or backgrounds. I think about what someone intended ("meant to do") as well as what they actually did.</i>	<i>I listen respectfully and respond with empathy, considering how others feel and think. I respect other's implied beliefs, values, emotions, and intentions, while appreciating cultural differences.</i>
<b>Communicate</b>	<i>With help, I use one tech tool to share an idea. I say what that tech tool does.</i>	<i>I use a tech tool to share an idea.</i>	<i>If someone helps me, I use things like computers, tablets, drawing, writing, and pictures to share an idea.</i>	<i>Independently I use computers, tablets, drawing, writing, and pictures to share ideas.</i>	<i>Independently I use computers, tablets, drawing, writing, and pictures to share ideas. I'm learning decide with support the best way to share my message.</i>	<i>I use different types of communication (writing, video, text, images, etc) and start to figure out which way is best for a situation.</i>	<i>I use different types of communication (writing, video, text, images, etc) and pay attention to which way is best for a situation.</i>	<i>I communicate in lots of different ways (writing, video, text, images, etc) and pay attention to which way of communication is best for a situation.</i>	<i>I communicate in lots of different ways (writing, video, text, images, etc) and pay attention to which way of communication is best for a situation. I make sure everyone understands the same things as. result of the communication.</i>
<b>Creative and Critical Thinking</b>	<i>With help, I recognize that different people might have different ideas.</i>	<i>With help, I describe an issue using evidence, arguments, opinions, and different points of view.</i>	<i>With a little help, I build on my what I already know to explore an issue using evidence, arguments, opinions, and different points of view.</i>	<i>When I think about an issue, I consider evidence, arguments, claims, opinions, and alternate points of view to present my ideas.</i>	<i>I use data and evidence related to an issue to support my argument. I consider other points of view.</i>	<i>I state at least two different sides of an issue. I use data in evidence to construct my argument.</i>	<i>I state many different sides of an issue. I use data and evidence to make my case for the issue stronger.</i>	<i>I analyze all sides of an issue and cite data and evidence for different perspectives. I defend my conclusion.</i>	<i>I analyze all sides of an issue in depth and cite data and evidence for different perspectives. I defend my conclusion about an issue using the data and evidence gathered.</i>
<b>Creative and Critical Thinking</b>	<i>I use my creativity to explore my interests. With encouragement, I share my ideas.</i>	<i>I use creativity to explore my ideas and make connections to my ideas by reflecting on them.</i>	<i>I use creativity to explore my interests and consider others' ideas in new ways with help.</i>	<i>I use creativity to explore my interests and consider new ideas mostly on my own.</i>	<i>I creatively think about my ideas and include other perspectives to evaluate my thinking.</i>	<i>Independently and creatively I think about ideas in a logical manner. Through reflection, analyzing, and refining I include other ideas to improve upon my initial thinking.</i>	<i>I reflect on and revise my thinking and communication about somewhat complex ideas. I am creative in how I think and communicate.</i>	<i>I am often reflecting on and revising my thinking and communication about complex ideas. I am creative in how I think and communicate.</i>	<i>I am always reflecting on and revising my thinking and communication about very complex ideas. I am creative in how I think and communicate.</i>
<b>Creative and Critical Thinking</b>	<i>When someone tells me about a problem, I give ideas about how to solve it.</i>	<i>I figure out for myself if there is a problem, and suggest ways to solve it.</i>	<i>If there is a problem I describe what it is. I come up with two possible solutions, and think about what's good and bad about each one.</i>	<i>If there is a problem I accurately describe what it is. I come up with several possible solutions, and think about the pros and cons of each one..</i>	<i>I accurately define a problem and evaluate possible solutions. With help, I expand my thinking to come up with more and more possible solutions.</i>	<i>I develop and evaluate solutions to problems both with convergent thinking ("getting the one best way") and divergent thinking ("considering lots and lots of different creative solutions")</i>	<i>I use both divergent ("considering lots and lots of different creative solutions") and convergent thinking ("getting the one best way") thinking to generate and evaluate innovative solutions to problems.</i>	<i>I think about both the "one right answer" to a problem, and many different possible approaches to a problem. When I do this, I am able to solve different kinds of problems in creative ways.</i>	<i>I think about both the "one right answer" to a problem, and many different possible approaches to a problem. When I do this, I am able to solve different kinds of problems in creative ways.</i>
<b>Financial Literacy</b>	<i>With help, I tell how much something is worth, and compare it to other things.</i>	<i>I know different things are worth different amounts, and compare how much different things are worth.</i>	<i>With help, I make decisions about things like saving and spending money.</i>	<i>I make decisions about things like saving and spending money.</i>	<i>With help, I make decisions about money by using a budget and thinking about my long-term goals.</i>	<i>With help, I make decisions about money and finance, including making a budget, investing money, an using a credit card.</i>	<i>I analyze and make decisions about money and finance, including making a budget, investing money, an using a credit card.</i>	<i>With support, I think about why I made decisions about money and finance and how those decisions affect me and others in the world.</i>	<i>I explain why I made decisions about money and finance, and how those decisions affect me and others in the world.</i>
<b>Information Literacy</b>	<i>With help, I figure out what I need to know to figure out a problem.</i>	<i>When I want to think about a problem, I figure out what information I need.</i>	<i>With help, I start to ask questions and do research about a problem.</i>	<i>I investigate things by researching information, and use what I learn to generate new questions.</i>	<i>With help, I research a topic, cite and summarize what I find. With help, I think about whether the information I found seems true and unbiased.</i>	<i>I find, cite, and summarize information I researched. I critically evaluate things I find when researching.</i>	<i>I find, cite, and summarize information I researched. I critically evaluate things I find when researching.</i>	<i>With help, I research information, determine if it's credible and accurate, and create new and accurate information. I use information ethically and creatively.</i>	<i>I research information, determine if it's credible and accurate, and create new and accurate information. I use information ethically and creatively.</i>
<b>Content Knowledge</b>	<i>If someone helps me a lot, I learn how to do new things, and learn new ideas.</i>	<i>If someone helps me some of the time, I learn how to do new things, and learn new ideas.</i>	<i>I learn how to do new things and learn new ideas mostly on my own. I might need a little help every now and then.</i>	<i>When someone tells me the things I need to know and be able to do, I learn them with some help. If someone helps me a lot, I apply things I've learned to new situations.</i>	<i>When someone tells me the things I need to know and be able to do, I learn them with just a little help. I apply things I've learned to new situations with some help.</i>	<i>With some help, I figure out what I need to know and be able to do. With some help, I learn those things. With some help, I apply things I've learned to new situations.</i>	<i>With some help, I figure out what I need to know and be able to do, and go learn those things on my own. With some help, I apply things I've learned to new situations and make predictions.</i>	<i>On my own, I figure out what I need to know and be able to do, and go learn those things on my own. With a little help, I apply things I've learned to new situations and make predictions.</i>	<i>I learn on my own, and apply things I've learned to problems and situations I haven't seen before. I use what I've learned to make predictions about the future.</i>
<b>Initiative</b>	<i>When a teacher asks, I give ideas about things our class could do together.</i>	<i>I talk with (and listen to) people in my class about the things we are trying to do, and change what we are planning to do.</i>	<i>With a teacher's help, I make a goals for myself.</i>	<i>I describe why a goal I made for myself makes sense for me.</i>	<i>When I have a goal, I plan out some steps to reach it.</i>	<i>When I have a plan to reach a goal, I see if it still makes sense. If it doesn't, I revise the plan by talking through things with other people.</i>	<i>I develop and follow a plan of action to reach my goal.</i>	<i>I make a plan of action, think about how things went with that plan, recognize when things got in the way of that plan, and figure out how to work around problems.</i>	<i>I set goals for myself and work towards them. When things get tough, I think about those goals and make changes to my plans. I can reach my goals even in difficult conditions.</i>
<b>Initiative</b>	<i>I give a list of ideas about all different kinds of things.</i>	<i>I talk with my teacher and friends to come up with a list of ideas. I can tell if the list goes with what we're talking about.</i>	<i>After I come up with a list of things I might do, I actually do a few of them. I tell people how my actions helped someone else.</i>	<i>When I'm coming up with a list of things I might do, I can tell which ones are realistic, and which ones can't or won't really happen.</i>	<i>When I have a list of ideas of things I might do, I can compare and contrast the different ideas.</i>	<i>I extend what I already know from comparing and contrasting things to understand bigger patterns.</i>	<i>I explain why I chose to take an action, and argue for a cause I believe in.</i>	<i>I think through the implications of things I might do, act on my ideas, and explain to others what happened as a result of my actions.</i>	<i>I make a positive and real contribution to the world around me by acting on ideas, not just thinking about things.</i>

Competency	DCS Competency Continuum Performance Level Descriptors								
Indicator	0	1	2	3	4	5	6	7	8
Responsibility & Resilience	When others help, I learn that different people are good at different things. With help, I can think about things I want to do in the future.	When an adult helps me, I think about what different people are good at, and start to think about what I want to be good at.	I set goals for myself. I'm still finding out what I'm good at.	I set reasonable goals for myself, and use things I'm good at to work on reaching those goals.	I see things that other people are good at, and I'm glad for their strengths and differences. I know that having different strengths in a group helps us reach our goal.	I view problems and challenges as chances to get better at things. I set goals, and put important things first so I keep my focus.	I'm aware of and honest with myself about my strengths and weaknesses. I set goals to improve, and work independently towards those goals.	When I'm working with others, I stop to check how things are going and if we are still working towards our goal. I adjust if needed. I also use my own strengths and help others use theirs so we reach our goal.	I know the things I'm good at, and I find the things others are good at. I use these strengths to help us reach a goal we all share, and inspire those around me to be their best selves.
Responsibility & Resilience	If someone helps me, I try to learn new ways to deal with hard things.	If someone helps me, I can learn ways to keep going, even when things get tough.	I know it's expected to use my words instead of hurting things or people.	If I get frustrated with something, I can stay calm.	I know that things in my life change, and can deal with hard things using strategies I've learned.	I try challenging things, and keep at them. If I start to get frustrated or anxious, I know and use strategies to calm down.	I know that failure is part of the learning process, and I keep working towards my goals even when I fail at something.	When I see a problem, I look for ways I can make situations, relationships, and how things work better. I do this even when there are obstacles in the way.	I know that failure is a normal part of learning. I know that taking risks means failing sometimes, and that's part of how I grow. When I fail at something, I learn from it, and keep going.
Responsibility & Resilience	Other people are helping me learn appropriate school behaviors.	I use positive behaviors and sometimes others support my learning about behavior.	I think about how I can help my school. I use positive behaviors.	When someone suggests I do something differently, I consider that suggestion and change my actions, if appropriate.	I reflect on mistakes and experiences to learn from them.	I figure out when there is a problem, and describe what it is. I know there could be different ways to solve a problem. When needed, I change how I'm working on solving a problem.	I honestly assess my work ethic and work hard to do the things I've said I'd do.	I have a set of values that I use to make ethical decisions and be responsible. I take responsibility for my successes and failures.	I take time to think about how my actions impact others, even when things are tough. I'm honest and ethical, and act with integrity even when it's hard.
Kindness and Empathy	When someone helps me, I name and say what I'm feeling, and what someone else might feel. I am able to explain what it means to be helpful and kind.	I'm starting to figure out what other people are feeling, and I am able to talk about it. I know that what I say and do can impact how other people feel. I know that people are all different in lots of ways.	I listen to other people and think about how they are feeling. I know that what I say and do can impact how other people feel. With some help, I am able to say when something isn't fair, and say when someone isn't being treated fairly.	I describe what it seems like someone else is feeling. I know that the things I say and do can impact how other people feel. I know that people are different from each other in lots of different ways.	I can sometime see things through other people's eyes. I know that other people face different challenges than I do. When there are chances to do things to make my community better, I do them.	I treat others respectfully, and work well with others. I am able to evaluate injustices now and in the past.	I know people have biases that they aren't even aware of. I know that can make it harder to empathize for other people. I am able to describe and talk to others about ways we can oppose stereotyping and prejudice.	I know I am a citizen of my community and the world. I know I have responsibilities to my communities. I show that I care about others by speaking out against stereotyping and prejudice when I see them.	I am kind, respectful, and empathetic to everyone. I make sure everyone feels safe and valued. I know that people come from all different cultures, and I value those cultures.