

FNESU Transferable Skills

<u>HABITS OF LEARNING (HOL)</u>	<u>CITIZENSHIP (CIT)</u>	<u>CRITICAL THINKING & PROBLEM SOLVING (CTPS)</u>	<u>COMMUNICATION (COM)</u>	<u>DISCIPLINARY LITERACY (LIT)</u>
<p>❑ <u>HOL1.1</u> Work effectively in diverse groups</p> <p>❑ <u>HOL1.2</u> Manage my responsibilities and learning.</p>	<p>❑ <u>CIT 2.1</u> Make a difference in my community</p> <p>❑ <u>CIT 2.2</u> Take responsibility for personal decisions and actions.</p> <p>❑ <u>CIT 2.3</u> Respect diversity and differing points of view.</p> <p>❑ <u>CIT 2.4</u> Practice responsible digital citizenship.</p>	<p>❑ <u>CTPS 3.1</u> Identify and define problems</p> <p>❑ <u>CTPS 3.2</u> Generate solutions</p> <p>❑ <u>CTPS 3.3</u> Analyze and evaluate the accuracy bias, and relevance of Information.</p> <p>❑ <u>CTPS 3.4</u> Synthesize information from multiple sources to build knowledge.</p> <p>❑ <u>CTPS 3.5</u> Apply knowledge.</p> <p>❑ <u>CTPS 3.6</u> Use technology strategically and capably</p>	<p>❑ <u>COM 4.1</u> Consider the audience and purpose when communicating</p> <p>❑ <u>COM 4.2</u> Listen to build understanding</p> <p>❑ <u>COM 4.3</u> Ask questions and provide feedback</p> <p>❑ <u>COM 4.4</u> Participate effectively in discussions</p>	<p>❑ <u>LIT 7.1</u> Determine the central ideas of a nonfiction text and summarize the details that support them.</p> <p>❑ <u>LIT 7.2</u> Determine the meaning of domain-specific words, phrases, and symbols as they are used in the text.</p> <p>❑ <u>LIT 7.3</u> Assess the extent to which the reasoning and evidence in a text support the author's claim.</p> <p>❑ <u>LIT 7.4</u> Produce clear, well-organized writing in which the development, structure, and style are appropriate to the task, purpose, and audience.</p> <p>❑ <u>LIT 7.5</u> Acquire and use academic and domain-specific vocabulary in writing.</p> <p>❑ <u>LIT 7.6</u> Demonstrate command of the conventions of standard English capitalization, punctuation, spelling, and grammar when writing.</p>

Verification Guides

HABITS OF LEARNING VERIFICATION GUIDE

TS 1 - Habits of Learning (HOL): An FNESU graduate demonstrates the skills of a successful learner.

Criterion / Performance Indicator	COURSE OR EDUCATIONAL EXPERIENCE	1 - Beginning	2 - Developing	3 - Proficient	4 - Exemplary
HOL1.1 Collaboration <i>Work effectively in diverse groups</i>		<input type="checkbox"/> I can describe effective and respectful group interaction. <input type="checkbox"/> I can be respectful to others.	<input type="checkbox"/> I can follow established expectations to work toward team goals. <input type="checkbox"/> I can identify strengths and perspectives of group members. <input type="checkbox"/> I can recognize when our group is struggling and offer suggestions.	<input type="checkbox"/> I can help create expectations to ensure effective teaming. <input type="checkbox"/> I can make use of the diverse strengths and perspectives of group members. <input type="checkbox"/> I can help the team respectfully solve problems and conflicts.	<input type="checkbox"/> I can ask probing questions and elicit ideas in order to improve outcomes.
HOL1.2 Self-direction <i>Manage my responsibilities and learning.</i>		<input type="checkbox"/> I can identify my strengths, weaknesses, interests, and needs to inform goal setting. <input type="checkbox"/> I can set and work toward goals with assistance.	<input type="checkbox"/> I can use a variety of resources to inform the goal-setting process. <input type="checkbox"/> I can explain setbacks and challenges I encountered while working toward goals.	<input type="checkbox"/> I can set goals to stretch and challenge myself. <input type="checkbox"/> I can identify action steps related to each goal and document progress for my action steps. <input type="checkbox"/> I can take appropriate risks by getting out of my comfort zone. <input type="checkbox"/> I can overcome setbacks and challenges in order to accomplish my goals. <input type="checkbox"/> I can reflect on my progress and plan next steps.	<input type="checkbox"/> I can explain how different sources of information affected my goals and decisions. <input type="checkbox"/> I can apply my learning and adapt to challenges as I work toward new goals. <input type="checkbox"/> I can use failures as opportunities for learning and growth.

CITIZENSHIP VERIFICATION GUIDE

TS 2 - Citizenship (CIT): An FNESU graduate contributes to their school and community.

Criterion / Performance Indicator	1 - Beginning	2 - Developing	3 - Proficient	4 - Exemplary
CIT 2.1 <i>Make a difference in my community</i>	<input type="checkbox"/> I can attend school activities.	<input type="checkbox"/> I can participate in school activities.	<input type="checkbox"/> I can contribute my time or ideas to school or community activities that benefit others.	<input type="checkbox"/> I can organize or lead school or community activities that benefit others.
CIT 2.2 <i>Take responsibility for personal decisions and actions.</i>	<input type="checkbox"/> I can acknowledge my actions. <input type="checkbox"/> I can describe alternatives to choices I make.	<input type="checkbox"/> I can describe the effects of my words and actions.	<input type="checkbox"/> I can describe the outcome of my decisions or actions and take steps to improve or rectify the situation.	<input type="checkbox"/> I can be proactive about my decisions and actions based on past experiences.
CIT 2.3 <i>Respect diversity and differing points of view.</i>	<input type="checkbox"/> I can describe ways in which people are different.	<input type="checkbox"/> I can acknowledge diversity and identify different points of view.	<input type="checkbox"/> I can be respectful of people who are different from me. <input type="checkbox"/> I can be respectful of people who express ideas I don't agree with.	<input type="checkbox"/> I can stand up for others when I witness harm being done. <input type="checkbox"/> I can consider and evaluate ideas I don't agree with.
CIT 2.4 <i>Practice responsible digital citizenship.</i>	<input type="checkbox"/> I can define what an online presence is.	<input type="checkbox"/> I can explain the implications of an online presence.	<input type="checkbox"/> I can take responsibility for my online presence and its implications.	<input type="checkbox"/> I can intentionally create a positive online representation of myself.

CRITICAL THINKING AND PROBLEM SOLVING VERIFICATION GUIDE

TS 3 - Critical Thinking and Problem Solving (CTPS): An FNESU graduate applies a variety of problem solving and critical thinking strategies across a wide range of settings.

Critical Thinking: Conduct research, consider information carefully, and use reason to apply knowledge.

Problem Solving: Apply a variety of strategies to solve problems

Criterion / Performance Indicator	1 - Beginning	2 - Developing	3 - Proficient	4 - Exemplary
CTPS 3.1 <i>Identify and define problems</i>	<input type="checkbox"/> I can make observations about a problem situation.	<input type="checkbox"/> I can state the problem to be solved. <input type="checkbox"/> I can identify variables that influence the problem situation.	<input type="checkbox"/> I can explain the problem to be solved. <input type="checkbox"/> I can identify the constraints and criteria for success.	<input type="checkbox"/> I can identify and explain complex problems. <input type="checkbox"/> I can break down complex problems into simpler parts. <input type="checkbox"/> I can explain the relevance of the specified problem.

CTPS 3.2 <i>Generate solutions</i>	<input type="checkbox"/> I can generate one possible solution for a problem.	<input type="checkbox"/> I can generate different possible solutions for a problem. <input type="checkbox"/> I can identify strengths and weaknesses of possible solutions.	<input type="checkbox"/> I can evaluate the strengths and weaknesses of each possible solution. <input type="checkbox"/> I can choose the best solution justified by the available evidence.	<input type="checkbox"/> I can propose my solution(s) to an authentic audience. <input type="checkbox"/> I can test my solution(s) for viability.
CTPS 3.3 <i>Analyze and evaluate the accuracy, bias, and relevance of information</i>	<input type="checkbox"/> I can identify the creator of a source. <input type="checkbox"/> I can find information that goes with my topic.	<input type="checkbox"/> I can uncover information about the creator of a source. <input type="checkbox"/> I can explain the reasons for and process of fact-checking. <input type="checkbox"/> I can identify bias in a source. <input type="checkbox"/> I can explain the importance of using relevant sources.	<input type="checkbox"/> I can evaluate a source's authority by analyzing the creator's credibility, including their background and use of reasoning and evidence. <input type="checkbox"/> I can determine the accuracy of information through methods such as fact-checking or corroboration. <input type="checkbox"/> I can take bias into consideration when analyzing and evaluating information. <input type="checkbox"/> I can analyze the relevance of a source by assessing its strengths and limitations for a particular purpose.	<input type="checkbox"/> I can select and apply information gathered from varied sources to best meet my purpose. <input type="checkbox"/> I can justify the use of information I select.
CTPS 3.4 <i>Synthesize information from multiple sources to build knowledge</i>	<input type="checkbox"/> I can find information on a topic.	<input type="checkbox"/> I can find information on a specific topic from multiple sources.	<input type="checkbox"/> I can use information from multiple and varied sources to increase my knowledge of a topic. <input type="checkbox"/> I can credit sources without plagiarizing.	<input type="checkbox"/> I can identify potential knowledge gaps or missing perspectives. <input type="checkbox"/> I can seek out additional sources to fill in gaps in information or perspective.
CTPS 3.5 <i>Apply knowledge</i>	<input type="checkbox"/> I can define and give examples of what it means to "transfer	<input type="checkbox"/> I can recognize that knowledge is transferable. <input type="checkbox"/> I can make	<input type="checkbox"/> I can use what I have previously learned in new situations or	<input type="checkbox"/> I can apply my knowledge from multiple contexts to create new

	knowledge.”	connections between contexts, disciplines, or situations.	contexts.	meaning or connections.
CTPS 3.6 <i>Use technology strategically and capably</i>	<input type="checkbox"/> I can use technology.	<input type="checkbox"/> I can identify technology tools to use for a specific purpose.	<input type="checkbox"/> I can evaluate technology and select the best available tool for my specific purpose.	<input type="checkbox"/> I can create technology that meets my specific purpose better than previously existing tools.

COMMUNICATION VERIFICATION GUIDE

TS 4 - Communication (COM): An FNESU graduate is an effective communicator and listener.

Communication: Communicate effectively for a variety of audiences and purposes.

Criterion / Performance Indicator	1 - Beginning	2 - Developing	3 - Proficient	4 - Exemplary
COM 4.1 - <i>Consider the audience and purpose when communicating</i>	<input type="checkbox"/> I can identify the audience and purpose.	<input type="checkbox"/> I can demonstrate awareness of the need to adjust for audience and purpose.	<input type="checkbox"/> I can plan or adjust organization, content, and language to meet my purpose and the needs of my audience.	<input type="checkbox"/> I can analyze the needs, biases, and level of knowledge of my audience to strategically plan and deliver impactful communication.
COM 4.2 - <i>Listen to build understanding</i>	<input type="checkbox"/> I can focus my attention on the speaker.	<input type="checkbox"/> I can gather information from what I hear. <input type="checkbox"/> I can restate information gathered from listening.	<input type="checkbox"/> I can listen in order to gather information for a specified purpose. <input type="checkbox"/> I can listen for points of agreement, disagreement, and potential questions.	<input type="checkbox"/> I can integrate new information gathered from listening with what I already know to reach a new level of understanding.
COM 4.3 - <i>Ask questions and provide feedback</i>	<input type="checkbox"/> I can ask questions. <input type="checkbox"/> I can make comments about what I hear.	<input type="checkbox"/> I can ask questions that deepen my understanding. <input type="checkbox"/> I can make specific comments about what I hear.	<input type="checkbox"/> I can ask questions that provoke thought or advance communication. <input type="checkbox"/> I can provide respectful, relevant feedback that promotes growth.	<input type="checkbox"/> I can facilitate a thoughtful exchange of ideas based on questions and feedback. - Or - <input type="checkbox"/> I can explain how questions I asked and feedback I provided resulted in new insight for myself or others.
COM 4.4	<input type="checkbox"/> I can listen to what	<input type="checkbox"/> I can state my own	<input type="checkbox"/> I can use evidence to support my	<input type="checkbox"/> I can synthesize comments, claims,

<i>Participate effectively in discussions</i>	others say.	opinion. <input type="checkbox"/> I can respectfully respond to the ideas of others.	opinions. <input type="checkbox"/> I can ask questions or make comments to further the conversation. <input type="checkbox"/> I can respectfully disagree with the ideas of others.	and evidence made on multiple sides of an issue. <input type="checkbox"/> I can respond thoughtfully to diverse perspectives.
---	-------------	---	---	--

DISCIPLINARY LITERACY VERIFICATION GUIDE

TS 7 - An FNESU graduate demonstrates literacy across subjects, content areas, and text types.

Criterion / Performance Indicator	1 - Beginning	2 - Developing	3 - Proficient	4 - Exemplary
LIT 7.1 <i>Determine the central ideas of a nonfiction text and summarize the details that support them.</i>	<input type="checkbox"/> I can explain a broad theme or topic identified in a text. <input type="checkbox"/> I can attempt to explain details, which may not support the theme or central idea	<input type="checkbox"/> I can explain a simple theme identified in a text. <input type="checkbox"/> I can attempt to explain how the details support the theme or central idea.	<input type="checkbox"/> I can explain a detailed or complex theme identified in a text that gives insight into the author's intention for the readers. <input type="checkbox"/> I can explain how sufficient and relevant details support the theme or central idea.	<input type="checkbox"/> I can explain multiple detailed or complex themes identified in a text that give insight into the author's intention for the readers. <input type="checkbox"/> I can explain how the most relevant, sufficient details support the themes or central ideas.
LIT 7.2 <i>Determine the meaning of domain-specific words, phrases, and symbols as they are used in the text.</i>	<input type="checkbox"/> I can use resources to identify the meanings of domain-specific words and phrases	<input type="checkbox"/> I can attempt to use newly acquired vocabulary.	<input type="checkbox"/> I can interpret the meaning of words and phrases, including technical meanings and symbols by using context clues, word analysis, background knowledge.	<input type="checkbox"/> I can analyze how an author's word choice enhances the impact of a text.
LIT 7.3 <i>Assess the extent to which the reasoning and evidence in a text support the author's claim.</i>	<input type="checkbox"/> I can identify the argument in a text.	<input type="checkbox"/> I can identify the specific claims an author makes in a text <input type="checkbox"/> I can identify evidence an author uses to support the claims.	<input type="checkbox"/> I can evaluate the argument and specific claims in a text. <input type="checkbox"/> I can assess the validity of an author's reasoning. <input type="checkbox"/> I can evaluate whether the evidence is relevant.	<input type="checkbox"/> I can evaluate an author's use of evidence to create a desired effect (including omissions, false statements, and flawed reasoning).
LIT 7.4 <i>Produce clear, well-organized</i>	<input type="checkbox"/> I can produce writing in response to a given task.	<input type="checkbox"/> I can state the task, purpose, and audience of my	<input type="checkbox"/> I can develop my written ideas clearly. <input type="checkbox"/> I can use relevant evidence to support a	<input type="checkbox"/> I can communicate complex ideas clearly in writing.

<i>writing in which the development, structure, and style are appropriate to the task, purpose, and audience.</i>		<p>writing.</p> <p><input type="checkbox"/> I can produce clear or well-organized writing.</p>	<p>claim or explain understanding.</p> <p><input type="checkbox"/> I can structure my writing and organize my ideas to complete my task, support my purpose, and meet the needs of my audience.</p>	<p><input type="checkbox"/> I can explain how I determined the most relevant evidence or information for my task, purpose, or audience</p>
<p>LIT 7.5</p> <p><i>Acquire and use academic and domain-specific vocabulary in writing.</i></p>	<p><input type="checkbox"/> I can recognize when a word is unfamiliar</p> <p><input type="checkbox"/> I can define unfamiliar vocabulary terms using a resource.</p>	<p><input type="checkbox"/> I can attempt to use newly learned vocabulary in writing or speaking.</p>	<p><input type="checkbox"/> I can learn and correctly use academic and domain-specific vocabulary in writing or speaking.</p>	<p><input type="checkbox"/> I can learn through independent research and correctly use domain-specific vocabulary in addition to language expected by my teacher</p>
<p>LIT 7.6</p> <p><i>Demonstrate command of the conventions of standard English capitalization, punctuation, spelling, and grammar when writing.</i></p>	<p><input type="checkbox"/> I can capitalize, punctuate, and spell, but my mistakes may hinder the reader's comprehension.</p>	<p><input type="checkbox"/> I can capitalize, punctuate, and spell, but I make some errors, which do not hinder the reader's comprehension.</p> <p><input type="checkbox"/> I can write complete sentences.</p>	<p><input type="checkbox"/> I can capitalize, the first word in a sentence, the pronoun I, and proper nouns.</p> <p><input type="checkbox"/> I can use periods, question marks, exclamation points, and commas correctly in my writing.</p> <p><input type="checkbox"/> I can use resources to correct my spelling before publishing writing.</p>	<p><input type="checkbox"/> I can punctuate correctly, even in complex situations.</p> <p><input type="checkbox"/> I can create accurate complex sentence structures for effect.</p>