

Disposition of Students

Probing Questions

- How do students determine and engage with their learning targets?
- What evidence is there throughout the school that students are co-creating their learning with teachers?
- What evidence is there of dialogue between students (i.e., protocols, seminars, Google Doc used for asynchronous commenting and asynchronous development of ideas in a document, etc.)?
- How do students demonstrate mastery through the lens of an authentic task or situation?
- How are students held accountable for effective communication and collaboration when listening to others' ideas and creating an outcome together?
- What inquiry-based learning experiences are students engaged in that requires critical thinking (i.e., PBL, Defined STEM, coding opportunities, etc.)?
- How are students utilizing journaling, self-assessment and goal setting to develop a personalized learning pathway?
- To what extent are students reflecting upon their achievement in relation to the goals they set for themselves?
- What is the evidence that the students have exercised their voice and choice throughout the learning process?
- To what extent are students communicating outside the four walls of the classroom to gain a global or community perspective through digital tools, such as Skype, SafariLive, Facetime, Google Hangouts, etc.?
- How does student work that is displayed illustrate a variety of products designed to solve the same task?
- How do students use rubrics (developed by students and teachers) as both a learning tool and an assessment tool?
- To what extent are student portfolios being created using digital learning tools? (Google Drive, Weebly, Wix, Google Sites, etc.)
- To what extent do students choose what can/should be done digitally and what can/should be done in another format?



Disposition of Students

Exemplary	Proficient	Emerging	Novice
Students throughout the school regularly self-assess their learning and reflect on this to help develop and guide their personal learning pathway (voice and choice/student agency). • Student works with teacher to decide how to acquire information • Student decides best way to demonstrate knowledge and understanding Students throughout the school consistently use inquiry and collaboration, as well as leverage digital tools, to approach concepts from personal, community, and global perspectives. Students demonstrate mastery in multiple or all of the following areas: • Critical thinking • Communication • Creativity • Collaboration • Citizenship Students throughout the school regularly collaborate using digital tools to support their learning and the learning of others. Students throughout the school demonstrate, with ease, academic mastery and growth through the creation and publication of digital work both inside and outside the classroom.	Students throughout the school are able to self-assess and set goals based on their assessment of learning and mastery. Students throughout the school approach concepts from multiple lenses, which often includes a global and/or community perspective. Students demonstrate mastery and are actively working toward mastery in one or more of the following areas: • Critical thinking • Communication • Creativity • Collaboration • Citizenship Students throughout the school frequently collaborate using digital tools to support their learning and the learning of others. Students throughout the school have access to digital tools to demonstrate mastery and growth through the creation and publication of digital work, and most students create and publish digital work.	Students throughout the school set goals, but these goals may not be directly related to self-assessment of their mastery or learning. Students throughout the school are exposed to a variety of perspectives through their academic content and may show progress toward mastery in critical thinking, communication, creativity, and/or collaboration. Students throughout the school may collaborate with one another, but digital tools may not be the primary vehicle for doing so. Students have inconsistent access from class to class to digital tools to demonstrate mastery and growth through the creation, limiting their opportunity to create and publish digital work.	Student goal-setting and self-assessment is not a common practice throughout the school. Student interaction with academic content is primarily isolated to the student; students do not demonstrate mastery of critical thinking, communication, creativity, and collaboration. Student collaboration is not common in classes. Learning is primarily an individual task. Students primarily use more traditional, non-digital methods of creating and publishing work.

