XQ

STUDENT PERFORMANCE FRAMEWORK

Students need learning experiences that support them in achieving the XQ Learner Outcomes:

- Holders of foundational knowledge
- Masters of all fundamental literacies
- Original thinkers for an uncertain world
- Generous collaborators for tough problems
- Learners for life

These aspirational, research-based outcomes describe what all students must know and be able to do in order to thrive in the future—college or other postsecondary education, careers, and all the opportunities life has to offer.

The XQ Student Performance Framework is designed to guide educators as they create learning experiences that align with the XQ Learner Outcomes. This work-in-progress framework purposefully integrates competencies and sub-competencies that students need to develop across academic, cognitive, and social emotional domains. Within each sub-competency, a series of progressions offers a new way to assess, document, and certify students' learning, measured against concrete milestones for acquiring the knowledge and skills needed for future success.

We started with competencies and areas of learning that were missing from existing standards regimes and curricula—like civics and arts—and built the framework to live alongside and be integrated with existing state content standards.

We believe the XQ Student Performance Framework can be a cornerstone for educators and communities as they develop learning experiences and high school models that deliver the XQ Learner Outcomes for all learners.

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HOLDERS OF FOUNDATIONAL KNOWLEDGE

Social Systems

- Cultivate, refine and leverage perspectives on how governments work and how they could be improved
- See, utilize, and develop strategies to support and/or counteract various mechanisms of political & social power
- Leverage an understanding of economics and human relationships to physical resources

Appreciating & Creating Art

- Explore and understand cultures other than their own
- Produce and engage with creative and artistic expressions
- Explore and understand current and historical arts and artistic movements

MASTERS OF ALL FUNDAMENTAL LITERACIES

Communicating and Receiving Ideas

- Interpret meaning from a variety of information sources
- Inform and persuade diverse audiences by illustrating ideas, experiences and information
- Create arguments, support their claims, and engage in critical dialogue

Mathematical and Scientific Thinking

- Use mathematical tools and computational thinking to solve problems strategically
- Mathematize situations and create and manipulate mathematical models to understand phenomena and make predictions
- Work with data to understand, represent, and predict relationships
- Plan and conduct powerful investigations exploring and using scientific concepts

ORIGINAL THINKERS FOR AN UNCERTAIN WORLD

Creative Thinking

- Seek, identify, and consider, and generate new and novel ideas
- Share generative and creative ideas and original works with others

Critical Thinking

- Understand and manage information
- Recognize and analyze reasoning and assumptions behind their own and others' ideas
- Evaluate arguments and see connections

Problem Seeking and Solving

- Identify and consider opportunities to improve a given situation
- Develop creative solutions to the challenges and problems they encounter

GENEROUS COLLABORATORS FOR TOUGH PROBLEMS

Social Awareness

- Recognize and act upon the importance of diverse perspectives
- Critically read social situations in a variety of contexts.

Interpersonal Skills

- Build and maintain healthy relationships
- Cultivate empathy for others
- Employ strategies for negotiation in interpersonal conflicts
- Engage in productive group work

Social Agency

- Engage with their community to advocate for their own and others' rights
- Recognize and act upon their capacity to mobilize others for the benefit of their communities

LEARNERS FOR LIFE

Self-Awareness

- Understand measures of (and feel connected to) their own physical, intellectual, social and emotional wellness
- Identify strengths, interests and growth areas in their learning
- Productively recognize personal experience of conflict

Self Management

- Seek and act on feedback
- Demonstrate the ability to understand their current status relative to their goals
- Effectively regulate their own emotions and thoughts

Self-Directed Learning

- Explore and use their own sources of motivation
- Recognize and pursue the best path forward for their learning
- Advocate for their success

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Cultivate, refine, and leverage perspectives on how governments work and how they could be improved (FK.SS.1)	a - I can identify the roles, duties, and mechanisms of different governments across the world. b - I can identify and describe the differences between various worldviews about the rights and duties of individuals. c - I can give examples of different instances where governments have established policies that had intended and unintended outcomes.	a - I can describe how different governments have taken root in different places, and how they reflect the thinking of influential thinkers (e.g., philosophers, lawyers, politicians, etc). b - I can compare and contrast specific perspectives on the rights and duties of individuals found in philosophical, historical, and legal precedents. c - I can describe the intended and unintended outcomes of different past government policies and how they might have been implemented differently to improve outcomes.	a - I evaluate the outcomes of different governments and policies (at local, regional, national, and international levels) and how they are based on philosophical, historical, and legal precedents. b - I analyze and evaluate different perspectives on the rights and duties of individuals using supporting evidence of philosophical, historical, and legal precedents. c - I evaluate current public policies in terms of intended and unintended outcomes and related consequences.	a - I advocate for more equitable policy and representation in local, regional, national, and international governments using philosophical, historical, and legal precedents. b - I advocate for the rights and duties of individuals using philosophical, historical, and legal precedents. c - I construct compelling arguments regarding the details of how various types of public policies should be developed to achieve optimal outcomes.
See, utilize, and develop strategies to support and/or counteract various mechanisms of political & social power (FK.SS.2)	a - I can describe the differences between types of governmental, social, non-profit, and legal structures and give examples. b - I can identify people, ideas, strategies, etc. that are common across social movements and revolutions. c - I can describe different ways in which groups (such as geographic, age, religion, race/ethnicity, nationality, indigeneity, gender, class, sexuality, disability/ability, migration status), and cultural expectations around them, have been expressed and enforced in different parts of the world and periods of human history. d - I can describe specific ways in which the quality, nature, and accessibility of various social and economic opportunities and support systems impact individuals from different backgrounds.	a - I can analyze how people use, interact with, and seek to change governmental, social, and legal structures. b - I can identify commonalities (e.g., people, ideas, strategies, etc.) across social movements and revolutions, and describe the impact they have had on people and organizations that hold power (institutions). c - I can construct an argument regarding how different power structures, groups, and individuals seek to limit others' freedom and wellbeing based on their groups, and describe how such groups have fought back. d - I can construct an argument regarding the long-term effects of different types and levels of various social and economic opportunities and support systems on a society or culture.	a - I analyze mechanisms within governmental, social, and legal structures to identify where one could apply pressure to create change, and create associated plans and strategies. b - I analyze patterns across historical and present-day social movements and revolutions in order to identify effective strategies, powerful guiding beliefs, and levers of change that move institutions. c - I analyze how current social movements seek to impact structures of power (e.g., laws, policies, state governments, NGOs, media, religious institutions) that have influence over current societal and governmental treatment of (and expectations regarding) people in different groups. d - I evaluate local, regional, and national social and economic opportunities and support systems (or the lack thereof), and describe the structures, politics and policies that impact and/or reinforce them.	a - I identify and practice exploiting mechanisms within governmental and other social structures where I am able to apply pressure to create change. b - I practice incorporating and/or utilizing strategies that have made past social movements successful by adapting and effectively communicating them to connect to current situations. c - I can analyze and compare complex and/or idiosyncratic differences between social groups and how forms of privilege and oppression (e.g., racism, colonialism, homophobia, ableism, and patriarchy) are created within them. d - I evaluate trends and practices regarding local, regional, and national social and economic opportunities and support systems, and advocate for how they might better meet the needs of the communities they impact.

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Leverage an understanding of economics and human relationships to physical resources (FK.SS.3)	a - I can describe ways in which the concepts of supply, demand, competition, and rational actors show up in my own and others' communities and daily lives. b - I can describe the roles of institutions (such as corporations, non-profits, and labor unions) and norms and laws (such as property rights and rule of law) in a market economy. c - I can give examples of how human societies and cultures have used their physical surroundings (resources, geographic features, etc.) to create and support communities. d - I can describe moments from throughout human history when groups (e.g., nations, city-states, tribes, etc.) have competed, cooperated, or committed violence to obtain resources.	a - I can describe the marginal benefits and costs of specific individual economic decisions, and how those benefits and costs may be different in different situations/contexts. b - I can interpret data to understand the state of employment, unemployment, inflation/deflation, average income, and production, and economic growth in the economy. c - I can analyze and describe the impact of human settlement activities on the environmental and ecological characteristics of specific places and regions. d - I can compare and contrast relationships between groups from throughout human history when they have competed, cooperated, or committed violence to obtain resources.	a - I analyze the outcomes and effectiveness of policies, structures, and incentives designed to affect the behavior of individuals and markets, and how economic dependence and interdependence influence those outcomes. b - I evaluate the relevance and likely outcomes of different monetary and fiscal policies in a variety of economic conditions. c - I analyze relationships and interactions within and between human settlements and the environmental/ecological characteristics of related places to explain changes in economic activities and cultural norms. d - I analyze and describe the motives behind economic globalization, and the relationship between economic globalization and the expanding use of limited resources.	a - I analyze the unintended impacts of a variety of policies, structures, and incentives on the economic behavior of individuals and markets, and clearly communicate the causal links between them. b - I evaluate different approaches and/or solutions to current systemic economic issues in terms of marginal benefits and marginal costs for different groups and society as a whole. c - I design solutions that address the negative outcomes of environmental and ecological challenges that have been created by human behavior, natural events, or existential threats. d - I evaluate how economic globalization and the expanding use of limited resources contribute to competition, cooperation, and violence within and among groups.
Explore and understand cultures other than their own (FK.SS.4)	a - I can recognize and/or describe the cultural and linguistic likeness and difference between world cultures. b - I can define my social groups (e.g., 'race'/ethnicity, nationality, indigeneity, gender, class, sexuality, geography, age, disability/ability, migration status, religion) in relation to my community, society, and the world. c - I can recognize the core differences between cultures and, using historical methods of inquiry (primary sources etc.), explore their development across time and place. d - I can define global connection and interdependence.	a - I can distinguish and connect sub units of historical, linguistic, and social likeness and difference between world cultures. b - I can define, organize, and connect my social groups and others in relation to my community, society, and world. c - I can use multiple sources to build interpretations of past events and identify and categorize complex cultural concepts (assimilation, adaptation, acculturation, enculturation, diffusion, and dissonance). d - I can classify the effects (social, economic, political) of global connections (trade, migration, treaties) at the local, national, and international levels (world societies and regions).	a - I analyze and synthesize the nuances and complexities of historical, linguistic, and social interactions and intersections between world cultures to help others understand, appreciate, and relate to other cultures. b - I identify and articulate the complex differences between and across varying groups within a community, society, and the world. c - I use historical methods of inquiry and locate and analyze multiple sources and cultural concepts to explore and explain how culture and cultural systems function. d - I investigate and assess the costs and benefits of global connection(s) and tension(s) between national interests and global priorities by thinking systematically about personal, national, and global decisions.	a - I apply my understanding of world cultures to advocate for my community or a community other than my own. b. I analyze complex differences and idiosyncrasies between multiple world cultures to better understand how and why they came to be. c - I apply historical methods of inquiry to build and defend interpretations that reconstruct the past, and draw on my historical knowledge to make informed choices and decisions in the present. d - I apply historical and cultural concepts and knowledge in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, and global ecology (e.g., habitat destruction, invasive species, declination of population densities, pollution).

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Produce and engage with creative and artistic expressions **(FK.AC.1)** *XQ defines art as including but not limited to architecture; visual arts such as ceramics, drawing, filmmaking, painting, photography; literary arts such as drama and poetry; performing arts such as dance, music, and theater; and others such as textiles and fashion, installation art, and culinary arts	a - I can identify art, and describe how I experience it. b - I understand and can describe why people generate and conceptualize artistic ideas and works of visual and performing arts (e.g., to express or reflect their lived realities or communities). c - I can explore diverse forms and genres of artwork across different cultures and communities.	a - I can identify art and discuss art orally and in writing. b - I can practice and improve my creative capacity in the arts. c - I can express/show an appreciation of/for diverse forms and genres of artwork across different cultures and communities.	a - I describe and discuss how different pieces of art make me feel and/or what they make me think about. b - I conceptualize or draft an artistic work or idea that reflects or expresses my lived reality, ideas, or communities. c - I can show appreciation and support (e.g., promotion, attendance, experience) for the arts in my local communities or the communities of others.	a - I analyze how specific artworks have been used by individuals and/or communities to express their ideas, experiences, feelings, and/or beliefs. b - I perform, produce, or direct engaging artistic expressions or work through interpretation and presentation that reflect the lived realities and intellectual ideas of myself and/or my communities. c - I collaborate and connect with others inside and outside my communities to curate and draft artwork that drives or represents social change and/or the community's values.
Explore and understand current and historical arts and artistic movements **(FK.AC.2)**	a - I can describe current and historical works of art and artistic movements and find specific examples that interest me. b - I can identify art from varied historical periods (e.g., Prehistoric, Baroque, Conceptual, Contemporary, etc.) and movements (e.g., Modern, Impressionist, Surrealist, Dadaism, Pop Art, High Renaissance, Constructivist, etc.). c - I can recognize the roles and impacts that artworks, art forms, or artistic movements can have on different communities (ethnic, religious, etc.).	a - I can perform artistic and historical research and analysis to explore how and why specific pieces of art were made in certain ways. b - I can compare and contrast art from varied historical periods and movements, and give examples of how specific works of art may have been influenced by social and/or political dynamics, environmental contexts, technologies, lived experiences, etc. c - I can give examples of relationships between artworks, art forms, or artistic movements and different communities' religions, myths, politics, languages, and/or ideologies.	a - I can perform artistic and historical research and analysis to explore how and why specific pieces of art were made in certain ways. b - I can compare and contrast art from varied historical periods and movements, and give examples of how specific works of art may have been influenced by social and/or political dynamics, environmental contexts, technologies, lived experiences, etc. c - I can give examples of relationships between artworks, art forms, or artistic movements and different communities' religions, myths, politics, languages, and/or ideologies.	a - I can perform artistic and historical research and analysis to explore how and why specific pieces of art were made in certain ways. b - I can compare and contrast art from varied historical periods and movements, and give examples of how specific works of art may have been influenced by social and/or political dynamics, environmental contexts, technologies, lived experiences, etc. c - I can give examples of relationships between artworks, art forms, or artistic movements and different communities' religions, myths, politics, languages, and/or ideologies.

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Interpret meaning from a variety of information sources (FL.ID.1)	a - I gather relevant information from varied domains (scientific, technical, historical) and from multiple sources. b - I can articulate why I am asking a question, and how my question will lead to a deeper understanding of the topic. c - I can describe possible meanings/interpretations of unclearly presented information or arguments.	a - I gather, read, and organize information from varied domains (scientific, technical, historical) and from multiple sources. b - I can describe how different potential questions might yield different answers that are more or less relevant to my understanding of a topic. c - I can analyze surrounding context and grammatical structures to understand which possible meanings/interpretations of unclearly presented information are the most likely to be true or intended.	a - I gather, read, and synthesize information from varied domains (scientific, technical, historical) and from multiple sources to understand a broader picture of an event or situation. b - I consider potential questions and prioritize my choices and framing to ensure that they are relevant, productively sequenced, and clearly framed. c - I evaluate the broader implications of the most likely meanings of unclearly presented information in order to further refine my understanding of which interpretations are most likely.	a - I synthesize and evaluate information from varied domains and from multiple sources to understand a broader picture and compare possible interpretations. b - I determine the ways in which answers do and do not address my original question(s), and adjust or develop new questions to respond to any gaps in answers. c - I evaluate how the overall quality/rigor of my interpretations and understanding are affected by the quality and clarity of the information I use to form them.
Inform and persuade diverse audiences by illustrating ideas, experiences, and information (FL.ID.2)	a - I can recognize and describe how a specific audience with particular perspectives may perceive different meanings from the same information or story. b - I can recognize and describe how a piece of information or story is relevant to a topic or context, and how different audiences might interpret it. c - I can select and use appropriate resources, such as technology and different forms of media, to tell a story.	a - I can anticipate how different audiences with different perspectives will interpret my communications and apply that understanding to adjust the communication (including tone, pace, and emotions). b - I can choose words and communication strategies to convey the importance/ connections of certain details of my message based on the audience and purpose of the communication. c - I can creatively apply specific techniques within resources such as technology and different forms of media to enhance understanding of stories and ideas.	a - I anticipate how audiences that contain a diversity of perspectives will interpret my communications, and apply that understanding (including tone, pace, emotions, media, rhetorical strategy, etc.) to meet the needs of relevant audiences. b - I create and clearly describe connections between disparate pieces of information to build narratives, messages, stories, and arguments. c - I utilize a diverse set of appropriate resources and communication tools (ie. orally, graphically, textually, mathematically) to communicate complex messages and information in areas such as science, mathematics, social systems, and others.	a - I make language choices and utilize delivery styles that convey respect, empathy, and compassion for my audiences when communicating ideas, stories, and information. b - I share and connect important messages, narratives, stories, and arguments in an interactive, engaging, purposeful manner, with a style and tone that is well-suited to my audience and purpose. c - I effectively utilize an array of tools and media formats to tell stories about and build interest in the ideas, subjects, and/or perspectives I discuss.
Create arguments, support their claims, and engage in critical dialogue (FL.ID.3)	a - I can understand the steps someone else took to get an answer or reach a conclusion, and can identify when I get lost or can't make sense of what they are saying. b - I can explain my reasoning both on paper and orally. c - I can describe types and examples of evidence that would or would not justify a claim (e.g. thesis, conclusion, solution, hypothesis). d - I can recognize and articulate when someone else's communication is incomplete, incorrect, or unclear.	a - I can explain my reasoning and question others' reasoning in a way that generates further discussion. b - I can explain my reasoning both on paper and orally, and clearly describe how that reasoning impacts the issue being discussed. c - I can justify a claim (e.g. thesis, conclusion, solution, hypothesis) with evidence. d - I can articulate ways to improve someone else's communication that is incomplete, incorrect, or unclear.	a - I anticipate how audiences that contain a diversity of perspectives will interpret my communications, and apply that understanding (including tone, pace, emotions, media, rhetorical strategy, etc.) to meet the needs of relevant audiences. b - I create and clearly describe connections between disparate pieces of information to build narratives, messages, stories, and arguments. c - I utilize a diverse set of appropriate resources and communication tools (ie. orally, graphically, textually, mathematically) to communicate complex messages and information in areas such as science, mathematics, social systems, and others.	a - I explore what may be true by questioning my own and others' reasoning in a curious and kind manner. b - When I explain my reasoning orally or in writing to other students, it helps them deepen their understanding and/or understand something that they didn't already understand. c - I justify a claim (e.g., thesis, conclusion, hypothesis) by clearly explaining how evidence both suggests supporting causal links and detracts from alternate possible explanations. d - I recognize situations when it is helpful to critique the way in which an idea is presented, and do so in a way that contributes to my and others' understanding without making anyone feel attacked.

XQ MASTERS OF ALL FUNDAMENTAL LITERACIES // Mathematical and Scientific Thinking

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Use mathematical tools and computational thinking to solve problems strategically (FL.MST.1)	a - I can represent the same quantity in multiple ways (e.g., equivalent numerical or algebraic expressions; different visual representations of the same amount). b - I can choose appropriate tools (e.g., formulas, parent functions, mathematical representations, number properties, algorithms) and concepts (e.g., equivalence, proportionality, correlation, causation) to derive a solution. c - I can describe a simpler form(s) of an original problem. d - I can notice when my calculations or strategies start repeating in the process of solving problems. e - I can recognize when I think I am done solving a problem. f - I can express a set of step-by-step instructions (an algorithm) through prose, flowcharts, code, or oral language.	a - I can formulate and rewrite expressions to represent the same quantity, and I can rewrite equations as equivalent equations in order to solve them. b - I can use and adapt mathematical and computational tools and concepts so that they are useful for solving a problem in a given context. c - I can try special cases and simpler forms of a problem in order to gain insight into its solution. d - When calculations, strategies, and/or processes start repeating in the process of solving problems, I can investigate why. e - I can check my results using a different method. f - I can create and present an algorithm that explains how to solve a problem.	a - I recognize and use equivalence between expressions and equations to solve non-routine problems. b - I redefine problems to be solvable with mathematical and computational tools, concepts, and processes, and I adapt combinations of tools and processes to solve problems efficiently. c - I use special cases and simpler forms of a problem in order to determine how to solve the original problem. d - When calculations, strategies, and/or processes start repeating in the process of solving problems, I analyze and describe why. e - I check results using a different method and make connections among solution strategies. f - I create and present an algorithm in a variety of formats and languages that explains how to solve a problem.	a - I use mathematical tools to establish and leverage equivalence between quantities expressed in multiple ways to solve problems efficiently. b - I use mathematical and computational tools, concepts, and processes to support and refine claims and justify solutions. c - I use special cases and simpler forms of problems in order to gain insight into their solutions and consider similar solutions to analogous problems. d - I analyze regularity and repeated reasoning in solution processes to identify both general methods, shortcuts, and an appropriate degree of precision in a solution. e - I make a habit of checking results (including asking myself "does this make sense?") using a different method and making connections among solution strategies, even if a result initially seems to make sense. f - I recontextualize processes for other relevant and appropriate contexts with sufficient documentation for others to adapt the algorithm for their purpose.
Mathematize situations, create and manipulate mathematical models to understand phenomena and make predictions	a - I can describe and understand the outputs and key elements of a given model. b - I can identify some of the quantities in a situation being modeled. c - I can share some initial, partially clear ideas about the assumptions behind a given model. d - I can use a given model to provide partial solutions, or reasonable predictions, for some relevant quantities.	a - I can test and choose given models to see if they "make sense" by comparing their outcomes with what is known about the real world and real data, and describe where the model fits well and less well. b - I can identify the quantities and variables in a given model, and ask questions to explore relationships between quantities. c - I can identify and describe the impact of at least one assumption behind a given model. d - I can use models to yield reasonable predictions or solutions and my calculations are justified by the model.	a - I create mathematical models that are appropriate and clear for a given problem or situation, evaluate and describe the ways in which my models do and do not accurately represent reality, and communicate ideas about how the models might be improved. b - I choose and define quantities wisely, with appropriate units of measure, and ask questions to understand and clarify qualitative and quantitative relationships. c - I identify the assumptions and limitations behind a given model and describe how they might impact the reliability of it. d - I clearly state a model's implications, and my predictions/conclusions make sense in the context the model is designed for.	a - I create, test, compare, and revise mathematical models for a given problem or situation in order to make my model as clear, complete, and accurate as possible. b - I identify the quantities and variables of interest in a situation that I am modeling, and clearly represent the structure of their relationships with appropriate labels and annotation. c - I clearly identify and justify the assumptions and limitations behind models, and create strategies to reduce the impact of potential deviations from my assumptions. d - I use models to explain and justify a prediction or solution in a way that makes sense to an appropriate/specific audience or stakeholder.

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STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Work with quantitative data to understand, represent, and predict relationships (FL.MST.3)	a - I can apply simple concepts of statistics and probability (e.g., mean, median, mode) in order to interpret simple data sets (including observations) to reveal patterns. b - I can compare and contrast data collected by different groups and discuss similarities and differences in findings. c - I can represent data in tables and simple graphical displays to reveal patterns.	a - I can use data science tools (e.g., function fits, slope, intercept, correlation coefficient) to organize, analyze, and interpret data sets in order to answer questions, reveal patterns, and identify possible correlational and causal links suggested by those patterns. b - I consider and describe the limitations of my data and data analysis (e.g., measurement error) when using quantitative data to support scientific claims and design solutions. c - I create simple data visualizations to communicate patterns and possible correlational and causal links.	a - I use data science tools to analyze, interpret, and large and/or complex data sets in order to provide evidence for causal and correlational relationships between factors and make predictions regarding the probable efficacy of potential design solutions. b - I address the limitations of my data and data analysis, including the need to clean large data sets, when using quantitative data to support claims and design solutions. c - I use digital tools to create data visualizations to accurately represent correlational and causal links.	a - I clean and analyze data using tools, technologies, and/or models in order to make valid and reliable scientific claims or determine an optimal design solution. b - I quantify and explain possible errors and limitations of my analysis. c - I create data visualizations that are useful for communicating relationships to a specific audience, context, and/or purpose (e.g., making decisions or improving design solutions).
Plan and conduct powerful investigations exploring and using scientific concepts* (FL.MST.4) * XQ views key scientific concepts as including NGSS cross-cutting concepts: patterns; systems; stability and change; structure and function; energy and matter; scale, proportion, and quantity; and cause and effect	a - I can identify independent and dependent variables and experimental controls. b - I can identify tools for collecting data, and can identify how observations and measurements will be recorded. c - I can explain a system as composed of smaller parts and can identify some of those smaller parts (e.g., an object colliding with another object, an ecological environment, or a respiratory system). d - I can describe the difference between causal and correlational relationships, and recognize when a claim implies correlation or causation.	a - With guidance or collaborators, I can plan an appropriate investigation (experiment, field observations, or prototype testing) taking into account independent, dependent, and control variables and other factors such as social, technical, and environmental limitations/constraints. b - I can explain how a given experiment, observation, and/or test would produce relevant data to serve as evidence for explaining phenomena or testing solutions. c- I can investigate or analyze a system by defining its boundaries and initial conditions, as well as its inputs and outputs. d - I can analyze how different causal and correlational relationships could or could not be used to predict phenomena in systems.	a - I conduct investigations individually and in groups to produce data that serves as evidence for explaining phenomena or testing solutions, and evaluate the investigation's design to ensure variables are controlled. b - I apply scientific reasoning to evaluate the accuracy of various methods of collecting data (including experiments, observations, and/or prototype testing) and describe why specific evidence is adequate for explanations or conclusions. c- I use models (e.g., physical, mathematical, computer models) to simulate the flow of energy, changes in matter, and other interactions within and between systems at different scales. d - I set up experiments and investigations to gather empirical evidence to differentiate between cause and correlation and support claims and predictions about specific causes and effects in systems.	a - I design and conduct investigations to generate data as evidence for explaining and predicting phenomena or testing and predicting the viability of design solutions, and once finished, seek feedback on my investigation, results, and/or claims. b - I consider different approaches for collecting reliable experimental or observational data, and decide on how best to gather data and produce reliable measurements, taking into account limitations on the precision and relevance of the resulting data (e.g., number of trials, cost, risk, time, confounding variables, etc.). c - I use models and simulations to predict the behavior of a system, and describe how these predictions have limited precision and reliability due to the assumptions and approximations inherent in the models. d - I improve the design of experiments and investigations to gather empirical evidence of causality in a system, by making a change to a single component of a system and examining the result.

XQ ORIGINAL THINKERS FOR AN UNCERTAIN WORLD // Creative Thinking

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Seek, identify, consider, and generate new and novel ideas (OT.Creat.1)	a - I can identify when a question is complex, and explain why. b - I can recognize when an existing idea is relevant to a question I am asking. c - I can recognize when a new idea makes me feel discomfort, and notice my reactions as I consider the idea. d - I can modify the creations of others to make something new.	a - I can create complex questions about the world and people around me. b - I can describe connections between two or more existing ideas. c - I can recognize when a new idea makes me feel discomfort, and can describe my reaction and how it does or does not allow me to fully consider the idea. d - I can produce original creations that are personally meaningful.	a - I create and investigate my own authentic, complex questions about the world and people around me. b - I modify and/or combine two or more ideas to create a relevant new idea. c - I recognize when a new idea makes me feel discomfort, and apply strategies in order to manage my reaction to allow me to fully consider the idea. d - I produce original creations that express and build upon a concept and/or idea.	a - I create and investigate my own authentic, complex questions about the world and people around me and describe what I don't know about the possible answer(s). b - I modify and/or combine two or more existing ideas to meaningfully connect them to purposes or ideas within unexpected or different contexts. c - I analyze patterns/themes of my emotional and cognitive reactions to new ideas so that I can identify areas where I might have a more closed mindset, and intentionally explore those areas to push my thinking. d - I produce original creations that express, build upon, and/or transform a point of view, concept, and/or idea, and describe the influences that are present in my creations.
Generate unique concepts and products (OT.Creat.2)	a - I can gain new insights on specific ideas and work by sharing them with people and describing their response. b - I can describe the impact that I want my ideas and creative work to have on others. c - I can effectively describe the social conventions, norms, and expectations that exist around a certain idea or situation.	a - I gain new insights on specific ideas and work by asking helpful questions of a targeted and relevant audience. b - I can describe the impact that others' ideas and creative work have had on me, and why. c - I can apply a synthesis of perspectives to develop ideas that challenge and/or refine cultural and social norms.	a - I gain new insights on specific ideas and work by sharing them openly and asking open-ended questions with varied audiences. b - I describe the impact that my ideas and creative work might have on others, and why it might impact some people differently. c - I share ideas and creations that challenge and/or refine accepted norms, social conventions, and/or the work of others.	a - I intentionally pursue numerous opportunities to solicit feedback from varied audiences when considering a new idea, and explain my process around considering and/or incorporating that feedback. b - I describe the impact that my ideas and creative work might have on others, and why it might impact some people differently based on my knowledge of their unique backgrounds and perspectives. c - I justify how an idea or creation could challenge and/or refine accepted norms, social conventions, and/or the work of others, and the benefit it offers to the field or the greater good.

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Understand and manage information (OT.Crit.1)	a - I can name some ideas represented in information, research, and data. b. I can identify information that is connected to my central idea or question. c - I can capture information that I find so that I might use it in the future.	a - I can identify the main ideas represented in information, research, and data. b - I can recognize when information is relevant to my central idea or question. c - I can use a strategy to support effectively organizing, managing, and analyzing information (e.g, spreadsheets, flow charts, etc.).	a - I accurately identify the main ideas represented in information, research, and data across domains. b - I evaluate how relevant information is (or is not) to my central idea or question. c - I determine context-appropriate strategies to support effectively organizing, managing and analyzing information (e.g, spreadsheets for data, or flow charts for qualitative information).	a - I accurately identify the main and supporting ideas and their relationships represented in information, research, and data. b - I can evaluate and justify how relevant information is to my central idea or question so that I can select the most relevant pieces when necessary. c - I determine context-appropriate strategies and modify/hack them as needed to suit both the information in this specific context, and my purpose.
Recognize and analyze reasoning and assumptions behind their own and others' ideas (OT.Crit.2)	a - I can describe language choices and supporting evidence within others' arguments. b - I can name what I see as bias in a claim when evaluating its credibility. c - I can tell a story of my lived experiences that is connected to an idea, challenge, or question about which I am thinking. d - I can identify ideas that compete with my own ideas/experience, and explain how they differ. e - I can describe a given pattern in qualitative and quantitative information.	a - I can describe logical connections and potential contexts, perspectives, assumptions within arguments and supporting evidence. b - I can examine the reliability and credibility of claims when evaluating them for precision/accuracy. c - I can describe how my lived experiences are impacting my thinking about an idea, challenge, or question. d - I can identify ideas or perspectives that compete with my own ideas/experience in order to test my thinking. e - I can recognize and describe patterns in sets of qualitative and quantitative information.	a - I analyze, evaluate, compare, and critique logic, language, context, perspectives, and assumptions within my own and others' arguments and supporting evidence. b - I evaluate the authenticity, credibility, and potential biases of resources and arguments (whether scientific, technical, historical, etc.). c - I identify and analyze how my lived experiences impact my thinking about an idea, challenge, or question. d - I intentionally identify ideas or perspectives that compete with my own ideas/experience in order to test my thinking and explain what effect that has on my original reasoning. e - I look for and identify patterns in information to identify key components of the possible reasoning(s) behind an idea.	a - I clearly describe the impact of specific logic, language, contexts, perspectives, and assumptions within my own and others' arguments and supporting evidence. b - I determine the strengths and weaknesses of claims, resources, and arguments by describing their evidence, assertions, assumptions, and potential biases. c - I evaluate how my lived experiences impact my thinking about an idea, challenge, or question in order to reveal my own biases and apply my wisdom/knowledge. d - I intentionally identify multiple differing ideas or perspectives that compete with my own ideas/experience, and analyze how that range of thinking pushes and expands my original reasoning. e - I evaluate patterns in information to describe their connections to and impacts on an idea.
Evaluate arguments and see connections (OT.Crit.3)	a - I can identify and explain my thoughts, beliefs, and ideas while using related information to support my thinking. b - I can identify details that make others' ideas/or perspectives contradictory. c - I can identify related ideas.	a - I can evaluate my thoughts, beliefs and ideas by comparing them to relevant and connected information and perspectives. b - I can recognize and describe details that make my and others' ideas and/or perspectives contradictory. c - I can convincingly describe the ways in which two ideas are and/or are not related.	a - I create new connections between my ideas and the ideas of others to refine and extend my understanding of a topic. b - I identify details that make my and others' ideas and/or perspectives contradictory or inconsistent, and justify why I think so. c - I articulate and/or illustrate the relationships between my ideas and the ideas of others in order to propose new conclusions.	a - I synthesize connections between my ideas and the ideas of others in order to extend understanding of a topic, and propose a unique conclusion or hypothesis. b - I identify details that make my and others' ideas and/or perspectives contradictory or inconsistent, and analyze the possible causes for the contradiction/inconsistency. c - I articulate and/or illustrate the relationships between my ideas and the ideas of others in order to propose new thinking.

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Identify and consider opportunities to improve a given situation (OT.PS.1)	a - I can recognize when a problem I'm facing might be shared by others. b - I can listen deeply when somebody is describing one of their problems to me in a way that helps me understand and feel empathy. c - I can identify when I should not get involved in a given situation and/or when I can make a positive impact.	a - I can identify and articulate the ways in which situations, structures, or products might not be ideal for myself and others. b - I can seek and understand the perspectives of affected groups and people regarding the source and details of an issue. c - I can take responsibility for the ethical and practical implications of my ideas and actions.	a - I recognize when a situation, structure, or product I'm involved in is not ideal (including situations where I have not personally experienced the negative impacts), and articulate the ways in which it is not ideal. b - I prioritize and accurately describe the opinions and perspectives of affected groups when describing issues. c - I consider the ethical and practical implications of my ideas and actions when looking at the opportunities, challenges, and problems facing myself and others before I share or act on them.	a - I intentionally work to understand the nuanced causes of sub-optimal aspects of situations, structures, and products, including situations where I have not personally been involved and/or have not personally experienced the negative impacts. b - I prioritize the opinions and perspectives of affected groups when describing issues, and describe how those opinions and perspectives could/should inform potential solutions. c - I consider the ethical and practical implications of my ideas and actions before I share or act on them, and adjust my next steps accordingly.
Develop creative solutions to the challenges and problems they encounter (OT.PS.2)	a - I can contribute to a climate where risk taking is encouraged and failure/setbacks are not derided. b - I can describe a strategy to create a solution to a given problem. c - I can identify and name criteria and/or constraints of a design problem that may limit possible solutions. d - I can describe the components, strengths, and primary uses of different problem-solving or design frameworks (such as design thinking and liberatory design). e - I can recognize when a strategy I'm considering didn't work in a similar situation in the past. f - I can describe the outcomes of strategies that have been tried to solve a given problem in the past.	a - I can try a new idea or innovate on a former idea even when I'm unsure of the outcome. b - I can describe a number of potential options to create a solution to a given problem. c - I can describe how a criteria and/or constraint of a design problem may limit possible solutions. d - I can identify when a problem-solving or design framework would be useful in a given context or challenge, and describe how to start. e - I can identify and describe the connections and similarities between past and current events to find trends and cycles. f - I can predict the outcomes of potential new solutions to consider how approaches might be improved.	a - I try a new idea or innovate on a former idea (privately and/or publicly) even when I'm unsure of the outcome, and engage in self-reflection about how I felt. b - I assess options and plan actions to create solutions by looking at evidence, the outcomes of past attempts to solve analogous problems, and the reasoned potential for impact. c - I clearly describe multiple criteria and constraints of design problems, including scientific knowledge and social, technical and/or environmental considerations, that may limit possible solutions. d - When appropriate, I initiate an explicit design process in collaboration with others and identify the most useful stage of the process to solve a problem or problems in a given situation. e - I analyze and describe how past trends and cycles are or are not related to my strategies and thinking. f - I observe the outcomes of new solutions to develop refinements and/or additional/alternate approaches that might further improve a situation.	a - I try new ideas and innovate on former ideas (privately and publicly) even when I'm unsure of the outcome, and engage in a self-reflection and evaluation process to reinforce my ability to take productive risks. b - I assess options and plan actions to create solutions by evaluating evidence that indicates the potential for impact, previous approaches and varied perspectives, and potential consequences, both intended and unintended. c - I evaluate and describe how different solutions to design problems might be more or less ideal given existing resources and constraints. d - In collaboration with others, I place affected groups at the center of conversations focused on pursuing solutions. e - I produce a proactive strategic plan for future success by adjusting my strategies and thinking to account for past trends and cycles. f - I evaluate the positive and negative outcomes of new solutions to propose optimum strategies for how refinements and/or additional/alternate approaches might further improve a situation.

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Recognize and act upon the importance of diverse perspectives (GC.SAw.1)	a - I can collaborate with people who have similar perspectives and backgrounds. b- I can identify the facts that I may hold about a given circumstance.	a - I can collaborate with people who have diverse perspectives and backgrounds, and can identify how that diversity added to the outcome. b - I can identify the facts, assumptions, and biases that I may hold about a given circumstance.	a - I can identify the primary holder(s) of power in historical social and political situations/contexts. b - I can identify something I have heard about race and/or other identities that could be impacting the power dynamics of a social situation/context. c - I can place at least one of my identities within the power dynamics of a social situation/context.	a - I plan and organize my collaboration with other people to ensure that diverse perspectives and backgrounds are present, and I can explain how that diversity contributes to the best outcome and potentially disrupts racist policies and behaviors, heteronormative beliefs, or thinking driven by traditional views on gender roles. b- I identify the facts, assumptions, and biases that form my perspective on a given issue/ circumstance, analyze the relationship between them, and analyze them for any roots in racist (such as white supremacist) culture, heteronormative beliefs, or thinking driven by traditional views on gender roles.
Critically read social situations in a variety of contexts. (GC.SAw.2)	a - I can identify the holder(s) of power in historical social and political situations/contexts. b - I can identify something I have learned about race and/or other identities that impact power dynamics of a given social situation/context. c - I can place at least one of my identities that might be relevant to the situation/context.	a - I can identify the primary holder(s) of power in historical social and political situations/contexts. b - I can identify something I have heard about race and/or other identities that could be impacting the power dynamics of a social situation/ context. c - I can place at least one of my identities within the power dynamics of a social situation/context.	a - I identify the primary holder(s) of power in social, political, and cultural situations/contexts, and explain my rationale. b - I analyze how dominant narratives about race and/or other identities are impacting the power dynamics of a social situation/context. c - I can identify and analyze the relationship between my identities and the amount of power and/or influence I hold in a social situation/context.	a - I identify the primary holder(s) of power in social, political, cultural, and economic situations/ contexts, analyze the relationship between them, and explain my rationale. b - I analyze how dominant narratives about race and/or other identities are impacting the power dynamics of a social situation/context, and how I might respond to that in order to to reduce inequity. c - I place myself and my identities within the power dynamics of a social situation/context in order to intentionally disrupt inequitable outcomes & racial disparities whenever possible.

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Build and maintain healthy relationships (GC.IS.1)	a - I can identify and describe how people build relationships and what boundaries look like within those relationships. b - I can describe what communication and social skills look like.	a - I can identify components of healthy relationships and boundaries for myself and describe how they do or do not apply in various personal contexts. b - I can reflect on and describe my communication and social skills in daily interactions with peers, teachers, and other adults.	a - I identify and describe components of healthy relationships and boundaries for myself, while also recognizing that someone's personal needs and definition of 'healthy boundaries' might be different than my own, and I can adjust my choices accordingly. b - I evaluate my current communication and social skills with peers, teachers, and other adults, and describe how these skills help me build and maintain healthy interactions.	a - I analyze the components of healthy relationships and boundaries for myself. I also recognize that someone's personal needs and definition of 'healthy relationship' may be different than my own and I evaluate my choices before making them. b - I routinely reflect on and improve my current communication and social skills with peers, teachers, and other adults to build and maintain healthy interactions.
Employ strategies for negotiation in interpersonal conflicts (GC.IS.2)	a - When I disagree with someone, I can acknowledge there is a disagreement. b - Within negotiation, I can identify that I choose to maintain my original viewpoint and why.	a - When I disagree with someone, I can acknowledge and restate the other person's viewpoint and respectfully explain my own. b - When presented with different perspectives. I can explain why I maintain my original viewpoint or adjust my original viewpoint.	a - When I disagree with someone, I acknowledge and validate the other person's viewpoint and respectfully explain my own. b - When presented with conflict, If I decide to adjust my original viewpoint because of different perspectives, I can explain the process I went through in order to "move my stake," or justify why I maintain my original viewpoint using evidence, or personal experience, or data.	a - When I disagree with someone, I acknowledge and validate the other person's viewpoint and ask questions in order to compare it to my own before I explain my viewpoint. b - When presented with conflict, I adjust my original viewpoint because of different perspectives, reflect on how my adjusted viewpoint improved, and explain the process I went through in order to "move my stake". I can also justify why I maintain my original viewpoint using evidence, personal experience, or data, and explain how these different viewpoints helped to clarify my thinking.

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Cultivate empathy for others (GC.IS.3)	a - I can attempt to identify the thoughts, feelings, and experiences of people with diverse backgrounds, perspectives, and identities with whom I interact. b - I can explore how others might have experienced/responded to my actions and words. c - I can recognize connections between other people when they show each other respect and understanding.	a - I can ask questions in order to attempt to describe the thoughts, feelings, and experiences of people with diverse backgrounds, perspectives, and identities with whom I interact. b - I can accurately identify how others might have experienced/responded to my actions and words. c - I can recognize my connections with other people when they involve respect, and understanding.	a - I use a process of inquiry (questioning, research, interviews, etc.) in order to attempt to describe the thoughts, feelings, and experiences of people with diverse backgrounds, perspectives, and identities with whom I interact. b - I reflect on how others might experience/respond to my actions and words before I share them publicly. c - I build connections with other people by considering their emotions, perspectives, and experiences.	a - I apply a process of inquiry (questioning, research, interviews, etc) in order to capture & amplify the thoughts, feelings, and experiences of people with diverse backgrounds, perspectives, and identities with whom I interact. b - I interrogate my knowledge of others, both as individuals and in groups, to expand my understanding of how others might experience/respond to my actions and words before I share them publicly. c - I build connections with other people by showing them that I have considered, and care about, their emotions, perspectives, and experiences.
Engage in productive group work (GC.IS.4)	a - I value the contributions of others. b - I can identify and describe my role on a team and am aware of the value of roles. c - I am able to articulate how I think my group is feeling about our work, and why I think they are feeling that way.	a - I express to others that I value their contributions in order to encourage them. b - I can identify my role and describe ways I can support team members in reaching shared goals. c - I can make space after group work is complete to facilitate shared reflection and discussion on how we felt during our work together.	a - I articulate to others the specific ways in which I value their contributions to nurture positive working relationships. b - I can identify discrete needs and roles in group work, and can defer to teammates' strengths and expertise to achieve them. c - I make space after group work is complete to provide, receive, and reflect on constructive feedback on our work together.	a - I articulate to others the specific ways in which I value their contributions, and can effectively embed constructive feedback in these statements in a way that doesn't hurt their feelings. b - I seek and find effective ways to help my teammates make valuable contributions to our shared goals (including leading or delegating authority as appropriate). c - I can implement and evaluate appropriate processes for providing and receiving constructive feedback, and synthesize and incorporate feedback.

XQ GENEROUS COLLABORATORS FOR TOUGH PROBLEMS // Social Agency

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Engage with their community to advocate for their own and others' rights (GC.SAg.1)	a - I can explain what advocacy/action I think will be most impactful for my community, and why I think that. b - I can describe how to be an upstander for myself and others when faced with exclusion, prejudice, and injustice. c - I can convey ideas and language that connect to unjust policies, practices, and/or ideas.	a - I can name a power dynamic that I think is affecting my community/context, and suggest action/advocacy that I think would make a difference. b - I can be an upstander for myself and others when I see exclusion, prejudice, or injustice. c - I can convey ideas and language in a range of formats (conversational, written, public speaking, etc.) to describe unjust policies, practices, and ideas.	a - I evaluate the way in which power dynamics might be impacting my community/context in order to determine what advocacy/action will be most impactful. b - I actively try to disrupt and stand up to exclusion, prejudice, and discrimination in my community. c - I convey ideas and language in a range of formats (conversational, written, public speaking, etc.) that clearly describe unjust policies, practices, and ideas, and seek new avenues to contribute to ongoing discourse.	a - I apply my analysis of the power dynamics of my community/context in order to intentionally disrupt inequitable outcomes & racial disparities. b - I reflect on how I challenge exclusionary, prejudicial and discriminatory local/societal practices, beliefs, and policies in order to grow the effectiveness of my efforts. c - I convincingly convey ideas and language in a range of formats (conversational, written, public speaking, etc.) that clearly describe unjust policies, practices, and ideas, and can refine my messaging based on ongoing discourse.
Recognize and act upon their capacity to mobilize others for the benefit of their communities GC.SAg.2	a - I can reflect on the likely effectiveness of proposed actions and advocacy for improvement of my school community. b - I can identify actions that are exclusionary, prejudiced, and/or discriminatory, and how someone might be able to remove such barriers for me, themself, and/or for others. c - I can describe ways in which community members help improve their communities.	a - I can reflect on the appropriateness of my own actions and advocacy, and can describe how they may have affected people with similar beliefs. b - I effectively articulate how I can use my relationships and strengths to contribute to thoughtful practices and collective actions to help remove barriers and discrimination for myself and for other people. c - I can engage with others to help improve our communities.	a - I reflect on the effectiveness and cultural appropriateness of my actions and advocacy, and can describe how I might modify them in the future to better create momentum toward goals that benefit my communities. b - I use my strengths, relationships, and privileges both individually and in the context of collective action to help remove barriers, exclusion, prejudice, and discrimination for myself and for other people. c - I contribute to building trusting relationships and group structures to create momentum and action toward goals that benefit my communities.	a - I reflect on the effectiveness and cultural appropriateness of my actions and advocacy, honestly and realistically evaluating evidence of short and long-term results of actions, and describe implications, issues, shortfalls, and/or remedies for future actions and advocacy. b - I intentionally use my strengths, relationships, and privileges to effectively remove systemic barriers for myself and other people by joining with people of diverse backgrounds and identities to plan and carry out collective action against exclusion, prejudice and discrimination. c - I build trusting relationships and group structures, and help others do the same, to create momentum and action toward goals that benefit my communities and build toward a future that is sustainable, equitable and just.

XQ LEARNERS FOR LIFE // Self-Awareness

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Understand measures of (and feel connected to) their own physical, intellectual, social, and emotional wellness (LL.SAw.1)	a - I can recognize and describe my own emotions, thoughts, values, and strengths. b - I can identify when personal needs are and/or are not being met. c - I can name that I experience emotional and physiological responses when my needs are and/or are not being met. d - I can talk about myself and describe my various group identities.	a - I recognize and describe my own emotions, thoughts, values, and strengths and explain how they influence my behavior. b - I can identify when personal needs are and/or are not being met, and describe the accompanying conditions if possible. c - I can identify the general emotional and physiological responses when my needs are and/or are not being met. d - I can describe myself including an awareness of and comfort with my membership in multiple groups in society.	a - I describe my own emotions, thoughts, values, and strengths, and can explain their origins. b - I identify when my personal needs are and are not being met, and identify and describe patterns of conditions. c - I describe the corresponding emotional and physiological responses when my needs are and/or are not being met. d - I describe how my different social identities create important and unique aspects of who I am.	a - I describe my own emotions, thoughts, values, and strengths, and examine potential circumstances in which they may change. b - I identify when and how my personal needs are and are not being met based on patterns of conditions and my responses to them. c - I describe the corresponding emotional and physiological responses, and apply strategies to pay attention to my body to decrease stress and increase agency. d - I describe how my social identities create unique aspects of who I am, how these identities can impact my physical, intellectual, social and emotional health, and how I can productively react to these impacts.
Productively recognize personal experience of conflict (LL.SAw.2)	a - I can acknowledge a moment during which I felt in conflict with another's ideas, claims, or actions when it is pointed out to me by someone else. b - I can identify possible or common physical, mental, and emotional manifestations of conflict. c - I can identify the driving forces within others that are contributing to a moment of conflict.	a - I can reflect on a moment during which I felt in conflict with another's ideas, claims, or actions. b - I can recognize the physical, mental, and emotional manifestations of my experience in a moment of conflict. c - I can identify the driving forces within myself that are contributing to a moment of conflict.	a - I identify moments during which I feel in conflict with another's ideas, claims, or actions. b - I describe the physical, mental, and emotional manifestations of my experience in a moment of conflict. c - I identify and analyze the driving forces within myself, others, and a larger system that are contributing to a moment of conflict.	a - I identify and analyze a moment during which I feel I am in conflict with another's ideas, claims, or actions, and call attention to it in a way that does not escalate the conflict. b - I describe the physical, mental, and emotional manifestations of my experience in a moment of conflict, identify a strategy to reduce the negative effects, and try to apply that strategy in the moment. c - I analyze and reflect on the driving forces within myself, others, and a larger system that are contributing to a moment of conflict so that I am spotlighting what is at the root of the conflict.
Identify strengths, interests, and growth areas in their learning (LL.SAw.3)	a - I can describe my academic strengths and challenge areas. b - I can identify and describe skills and mindsets that are helpful for success in my post secondary life.	a - I can describe my academic strengths and challenge areas, and how they shifted through personal struggle. b - I can convincingly describe the skills and mindsets that make a person responsible, accountable and prepared for what I want my post secondary life to look like.	a - I describe my academic strengths and challenge areas, how they contributed to my previous performance in specific tasks, and can apply that to a new task or challenge. b - I can explain how I have demonstrated skills and mindsets that make me personally responsible, accountable, and prepared for my post secondary goals and interests.	a - I use my knowledge of my academic strengths and challenge areas and previous successes/setbacks, to create meaningful plans to help me accomplish new tasks and face new challenges. b - I can explain how I have demonstrated skills and mindsets that make me personally responsible, accountable, and prepared for my post secondary goals and interests, and can articulate how I plan to continue developing these skills and mindsets.

XQ LEARNERS FOR LIFE // Self Management

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Seek and act on feedback (LL.SM.1)	a - I can listen to feedback related to my performance. b - I can identify specific points of feedback I choose to accept and not to accept. c - I can identify how my performance/product could have been different if I chose to incorporate feedback.	a - I can listen to, consider, and act on feedback related to my performance. b - I can explain why I chose to accept or not accept specific points of feedback. c - I can identify how my performance/product is different because of how I incorporated feedback.	a - I ask for feedback in order to improve my performance. b - I analyze why people give me the specific points of feedback they do, and incorporate that into my decision of whether or not to choose to accept those points. c - I evaluate how my performance/product is improved because of how I incorporated feedback.	a - I ask for feedback from people outside of my normal circle in order to improve my performance. b - I explain and defend why I chose to accept or not accept specific points of feedback, and analyze feedback for any larger patterns that I might apply in the future. c - I propose how I might improve a performance/product in the future because of how I am synthesizing, internalizing, and acting on feedback.
Demonstrate the ability to understand their current status relative to their goals (LL.SM.2)	a - I am aware when I do not have the resources I need to complete a goal, task, or project. b - I can capture my ideas toward a plan for action. c - I can identify adapted approaches to complete a task or achieve a goal. d - I understand the steps to start a plan for postsecondary goals.	a - I can identify the resources that are needed to complete a goal, task, or project. b - I can translate my ideas and findings into individual or collaborative action plans. c - I can explain adaptations to my approach to complete a task or achieve a goal. d - I can navigate the steps toward implementing a plan for postsecondary goals by considering personal strengths and challenges.	a - I identify gaps in my available resources compared to the resources I will need for a goal, task, or project, and develop strategies to fill those gaps. b - I translate my ideas, concerns, and findings into action plans that successfully meet identified goals. c - I create and evaluate adaptations to my approach to successfully complete a task, solve a problem, and achieve a goal. d - I implement a plan for postsecondary goals by building on personal strengths and addressing challenges.	a - I identify gaps in my available resources compared to the resources I will need for a goal, task or project, and develop strategies and self-advocate to fill those gaps. b - I translate my ideas, concerns, and findings into action plans and effectively communicate how those plans will achieve my goal. c - I create and evaluate adaptations to my approach to successfully complete a task, solve a problem, and achieve a goal, as well as make plans for predicted potential obstacles and challenges. d - I skillfully build on personal strengths and personal challenges to create a post secondary plan that accounts for potential obstacles.
Effectively regulate their own emotions and thoughts (LL.SM.3)	a. I can identify what a productive mindful strategy is (breathing, exercise, music, etc.), and describe how it might help me when meeting a goal or experiencing challenges. b - I can use self-reflection to determine if my emotions and feelings are proportional to a situation.	a. I can make a connection between the emotions I am experiencing in a moment of conflict and at least one productive mindful strategy that might help me process and move forward. b - I can use self-reflection to identify trends in how different situations did and did not make me feel.	a - I apply productive self-monitoring strategies (breathing, exercise, music, etc.) to process emotions and reframe thoughts and behaviors as necessary when meeting a goal or experiencing challenges. b - I anticipate when a situation is going to make me feel a certain way based on my past experiences.	a - I apply productive self-monitoring strategies (breathing, exercise, music, etc.) to process emotions and reframe thoughts and behaviors as necessary when meeting a goal or experiencing challenges and I demonstrate the ability to reflect and analyze the effectiveness of such strategies. b - I prepare myself to manage my reaction to anticipated situations.

XQ LEARNERS FOR LIFE // Self-Directed Learning

STUDENT WILL BE ABLE TO	EMERGING '1'	DEVELOPING '2'	ESTABLISHED OR PROFICIENT '3'	APPLYING '4'
Explore and use their own sources of motivation (LL.SD.1)	a - I can identify and reflect on when I feel most engaged and/or motivated in my learning. b - I am aware of the influence that personal interests have on my learning. c - I can recognize when a past learning experience brings me joy.	a - I can identify and reflect on the conditions that make me feel capable of success. b - I can connect my personal interests or personal context to making choices in my learning. c - I can recognize when a learning experience is bringing me joy.	a - I recreate or structure conditions for learning that will best support my success. b - I intentionally find personal relevance in my work by aligning it to my interests or goals. c - I identify when a learning experience brings me joy and explain why it is bringing me joy.	a - I recreate or structure conditions for learning that will best support my success, and adjust the conditions I create based on what I want to learn. b - I intentionally find personal relevance in my work by aligning it to interests or goals and reflecting on progress towards mastery in order to build curiosity for a given topic. c - I recreate the conditions that have led to me experiencing learning as an activity that brings me joy.
Recognize and pursue the best path forward for their learning (LL.SD.2)	a - When faced with a decision concerning how best to learn or discover something new, I can identify at least one alternative option to my initial thinking. b - I can recognize when new information might impact my original thinking and/or learning plans.	a - When presented with an opportunity to learn something new, I can consider multiple options and their implications. b - When faced with new information, I can modify my original thinking to incorporate the new information that I have learned.	a - I consider and describe all the options when I set out to learn something, consider potential external factors (i.e., timelines or potential interruptions) and make my decision accordingly. b - I modify my plans to incorporate new information that I learn.	a - I look at all the possible options when I set out to learn something, consider my own past experiences and preferences, consider external factors, and make my decision accordingly. b - I modify my original thinking and plans to incorporate new information that I learn, and I articulate how that modification improves my thinking/plans.
Advocate for their success (LL.SD.3)	a - I can identify the people who will have an impact on the outcome of my work. b - I can describe a goal I have related to my own success.	a - I can identify the people who will have an impact on the outcome of my work and articulate their goals. b - I can identify a goal I have for myself, and articulate what advice/ mentorship might help me to get closer to the success I am seeking.	a - I can clearly communicate to relevant stakeholders about a situation I'm in, and ask for the support I need. b - I seek the advice and/or mentorship of others in assessing my situation, and can articulate how their guidance might help me to get closer to the success I am seeking.	a - I can clearly communicate to relevant stakeholders about a situation I'm in, and make a compelling case to receive the support I need. b - I can describe my vision for success, and I identify the advice or mentorship that will help me to move toward that success so that I can proactively access it.